

**A STUDY OF HOME BACKGROUND, SELECTED PSYCHOLOGICAL,
ACADEMIC ACHIEVEMENT AND EDUCATIONAL-VOCATIONAL
PLANNING VARIABLES OF TRIBAL HIGH SCHOOL STUDENTS
IN AND AROUND SHILLONG (Meghalaya)**

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PROJECT TEAM

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FOREWORD

The concept of national system of education lays emphasis on elimination of disparities in the quality of publicly funded and other private schools, particularly in the rural and underprivileged areas of the country. The National Policy on Education, 1986 has made special provisions for the education of various disadvantaged and underprivileged groups of children. Scheduled-tribe children in particular constitute one such group which has not received much attention till recently. The problem has been not only to get the scheduled-tribe students enrolled in the school but a more severe challenge has been to retain those who have been enrolled in the school. The need-based guidance and counselling services may contribute to resolve the problems of enrolment and retention of scheduled-tribe students as the introduction of these services will facilitate better understanding of various characteristics, needs and problems of these students.

I am happy that the study taken up by the Department of Educational Psychology, Counselling & Guidance, of NCERT has brought to light many of the demographic, ethnic and psycho-ecological characteristics of the tribal students of Meghalaya and their impact on the educational- vocational and personal development of the tribal students.

I am sure the findings of this research will go a long way in helping the educational authorities in developing an insight into the nature of educational, vocational, and personal development of such children.

I am confident that the Department of Education, Meghalaya, will utilise the findings of this study for perspective planning of educational programmes in the state, especially for the need-based guidance and counselling services in their schools.

I congratulate the Project team for successfully completing this research work.

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January 4, 1989

PREFACE

The qualitative improvement of secondary education which is one of the priority areas of the work of N.C.E.R.T., requires knowledge about the characteristics, needs and problems of the specific student groups-whose development the educational system is supposed to facilitate. Student groups vary widely in these respects. In our country it is generally believed that students belonging to the Scheduled Tribes differ in significant ways from non-tribal students. Moreover, there are inter-tribal differences. Unfortunately education of tribal students particularly in the areas of their academic, personal, vocational and social development has remained quite neglected. Pupil personnel services in general and guidance services in particular are needed to facilitate their all-round development.

Guidance services are an integral part of education and help achieve goals of education. To be effective, however, guidance services must be made relevant for the specific groups of students for whom they are designed i.e. they must be relevant to the psychological needs, and the cultural and home background of the particular student groups.

The North-Eastern Hill Region has been a neglected area, and this has been expressed by the North-Eastern Hill people as well as the Govt. of India. This research project on the tribal students of one of the North-Eastern Hill Regions thus acquires special relevance and importance in the context of national priorities. Moreover, the Department of Education, Meghalaya has expressed its intention to start guidance services in

school and has sought advice and assistance from the erstwhile Educational and Vocational Guidance Unit of NCERT (Now the Department of Educational Psychology, Counselling and Guidance), in this connection. In order to provide empirical base to the guidance programme in the schools, a research study was planned to investigate into the characteristics, guidance needs and requirements of the tribal students of Meghalaya. Almost at the same time the Government of Meghalaya requested the Department to conduct a Careers Teachers' Training Course at Shillong in which the trainees had to be given practical training in non-testing techniques of appraisal and some introduction to tests too. The same was planned keeping in mind the possibility of using the data collected through the practical training later on for the research study. Also sampling was done in a manner which could make it possible to have comparisons between various sub-groups differing on the major dimensions. Since detailed information regarding some of these dimensions was not available in the list of schools provided by the Directorate of Education, Meghalaya, the information was collected through discussion with officers of SCERT, Meghalaya and Principals of various schools. It was, however, not possible to collect data from the teachers and parents.

The research project consists of five studies based on five major comparison groups, viz., Macro Level Ethnic Comparisons: Tribal Vs. Non-tribal; Micro Level Ethnic Comparisons: Inter tribal; Sex Comparisons; Parents' Educational Level Comparisons: FGL Vs. Non-FGL; and Area-wise Comparisons: Rural Vs. Urban. Attempt has

been made to summarise the major overall findings of all the studies and suggestions and recommendations have been given on the basis of the findings of the study.

The findings of this research have been quite revealing. They have helped the project team to know the characteristics, needs, problems as well as the personal, educational, and vocational development of the tribal students of Meghalaya. They can serve as useful bases for a better understanding of these students and for the planning of need-based guidance services for them. We sincerely hope that the Government of Meghalaya will make use of the findings of this study in designing guidance services for their schools.

We owe a deep sense of gratitude to the Education Department of Government of Meghalaya, who showed a keen interest in guidance services and inspired us to take up this study so that need-based guidance services may be introduced in schools. We are thankful to Principals of various schools in Shillong and East Garo Hills for permitting us to collect the data.

This project is the brain child of Dr.(Mrs.) Perin H.Mehta, Professor and former Head of the Department, who planned and executed it with the help of the project team, during her service with the NCERT and was the Principal Investigator of the Project. Infact she would have been the right person to write the Preface.

A number of persons contributed to the successful completion of this study in many different ways. We express grateful thanks to them. Among these are Dr.Hoshang P.Mehta, Ms.Regina Sangma, Shri P.K.Sangma and Prof.Kuldip Kumar for their help in collecting some of the data for the study and Prof.R.K.Mathur for statistical consultancy at the initial stages of the project.

We are indeed grateful to Shri O.P.Arora, of Department of Measurement, Evaluation, Survey and Data Processing whose help in the analysis of data on the computer made our work that much easier.

We are also grateful to Educational Research and Innovations Committee (ERIC), NCERT, for sponsoring this project.

We appreciate the assistance provided by Sandhya Rao, Tripti Majumdar, Surinder Kumar and Veena Raghawa, Junior Project Fellows, during the different phases of this project.

Last but not the least, the secretarial assistance provided most willingly and efficiently by the office staff especially Shri S.N.Joshi and Ms.Anju Bala is gratefully acknowledged.

ASHA BHATNAGAR

V.K.JAIN

December, 1988
NCERT, NEW DELHI

CONTENTS

ABSTRACT	vii - xiii
1. Introduction	1.1 - 1.5
2. Review of Research	2.1 - 2.10
3. Methodology	3.1 - 3.11
4. Variables and Their Assessment	4.1 - 4.38
5. Ethnic Macro-Level Comparisons: Tribal Vs. Non-Tribal	5.1 - 5.30
6. Ethnic Micro-Level Comparisons: Inter-Tribal	6.1 - 6.54
7. Sex Comparisons	7.1 - 7.19
8. Parents' Educational Level Comparisons	8.1 - 8.27
9. Area-Wise Comparisons	9.1 - 9.49
10. Summary, Conclusions and Recommendations	10.1 - 10.14
REFERENCES	11.1 - 11.8

APPENDICES

Appendix A

Appendix B

265
172

377

ABSTRACT

A STUDY OF HOME BACKGROUND, SELECTED PSYCHOLOGICAL,
ACADEMIC ACHIEVEMENT, EDUCATIONAL AND VOCATIONAL
PLANNING VARIABLES OF TRIBAL HIGH SCHOOL STUDENTS
IN AND AROUND SHILLONG (MEGHALAYA)

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INTRODUCTION

There is a growing realization that the education of tribal students has been neglected and should now be given priority. Guidance services need to be set up as an integral part of education to facilitate the well rounded development of tribal students. However to be effective guidance services should be based on an understanding of the characteristics and needs of the particular group of tribal students and the ways in which they differ from non-tribals as well as from other tribals. An extensive review of research showed that some research has been done on tribal students in India sporadically, but only a few of their characteristics such as intelligence, achievement motivation, educational problems, study habits, and

* Perin H.Mehta retired as Professor and Head of the Department, Asha Bhatnagar is Reader and V.K.Jain is Lecturer in the Department.

scholastic achievement, have been studied and information on other dimensions is completely lacking. This research project was therefore undertaken with a view to acquiring information about these characteristics of the tribal students of Meghalaya which could provide a basis for planning school guidance services for them.

Objectives of the Study

The major objective of the study was to acquire information about selected home-background variables, psychological characteristics, problems and needs, academic achievement and educational and vocational planning of the tribal high school students of Meghalaya. Another purpose was to study the role of selected psychological and environmental variables in the educational and vocational development of high school students in an attempt to validate certain aspects of theories^{of}/vocational development which were propounded in the U.S.A., in a very different socio-economic and cultural context, viz., in India in the North-eastern state of Meghalaya.

METHODOLOGY

This was an exploratory field study for which data were collected on a number of variables through the group administration of various tools.

The Sample

Students of class IX studying in schools in and around Shillong were included in the study. The

main consideration in selecting the judgment sample of ten schools was, that the schools should have tribal as well as non-tribal students and the tribal students should belong to different tribes, should be spread over different socio-economic strata and come from urban as well as rural areas.

Procedure

This research was a field study of an exploratory nature. The comparative approach was adopted in this study in which different groups of tribal and non-tribal students were compared on the independent variables.

Tools used

Data were collected through the following tests, questionnaires, and inventories :

Student Information Blank

Vocational Planning Questionnaire

Center's Job Values Card

Attitude Inventory

Personal Events Scale

Raven's Standard Progressive Matrices

Interest Inventory (R.P.Singh's)

Student Problem Checklist

Annual examination marks of class VIII were taken from school records.

Variables

Each of the tools mentioned above yielded data on one or more of the variables included in the study. The variables studied were :

(i) Independent variables

- a. Ethnicity: Tribal/non-tribal
- b. Ethnicity: Tribe-Khasi/Garo/Mizo
- c. Sex
- d. Parents' educational level (PEL):
First generation learners (FGL)/
non-first generation learners (NFGL)
- e. Developmental level of area: Rural/urban

(ii) Covariates

SES and Age have been treated as covariates, since their influence has been found to be significant on the criterion variables studied in this project.

(iii) Criterion variables

These variables were grouped under four subsets:

- a) Home background variables
- b) Psychological characteristics
- c) Academic achievement
- d) Educational and vocational planning

Statistical analysis

Null hypothesis was tested in each comparison with the value of alpha set at 5% as the minimum level.

of significance. In the case of the continuous variables one way analysis of covariance (ANCOVA) was applied, simultaneously partialling out the effect of both the covariates. However for analysing the differences on the discrete variables, the chi-square test (χ^2) and the 'Partial Contingency Coefficient (PCC) - a non-parametric analogue of analysis of covariance, were applied. In this method however the simultaneous partialling of both the covariates was not possible.

CONCLUSIONS

The project consists of five studies based on five comparisons, the main study being of ethnic comparisons at the macrolevel. Other studies are micro-level comparisons.

The investigation shows that the tribal boys and girls of class IX in Meghalaya are older and lower on SES than their non-tribal counterparts studying in the same schools. The two groups however are not very different from each other in respect of various characteristics. The general socio-cultural milieu seems to influence everyone in the state irrespective of ethnic affiliation. However on some of the dimensions like intelligence level, academic achievement and study habits, the tribals are slightly inferior than the non-tribals while on others particularly those pertaining to the vocational planning, tribals have an edge over the non-tribals.

Tribal girls are more independent of their parents in their job values. This may be due to the tribal practice according to which women play a more significant role in the world of work. Nevertheless like in the rest of the world, in Meghalaya also girls and boys are given differential treatment, with more facilities and attention being given to the boys, by the parents. Interest patterns of boys and girls also confirm that the socialization process is different for the children of the two sexes. Girls show poorer academic achievement, and more problems in many areas as compared to the boys. Guidance and counselling services are required for the girls to solve their problems. Sex differences are however not found on vocational planning which becomes more realistic with age among the tribal boys and girls and their family plays a significant role in their vocational development.

Tribal EGL and NEGL also show certain similar characteristics and are different on some. However it has been found that the environmental influences play an important role in cognitive and affective development of children.

Contrary to the popular belief the study reveals that the tribal rural students have an edge over their urban counterparts in various respects. They manifest higher level of educational aspirations, academic achievement, and better vocational planning than the urban students.

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Contrary to the popular belief the study reveals that the tribal rural students have an edge over their urban counterparts in various respects. They manifest higher level of educational aspirations, academic achievement, and better vocational planning than the urban students.

To sum up we can say that the findings of the studies in the project have provided information about various characteristics of the tribal students of Meghalaya. Also the theoretical assumptions about the importance of certain psychological and environmental variables in educational and vocational development of individuals have been confirmed in cultural and socio-economic context quite different from the context in which they originated viz., U.S.A. Importance of greater exposure to work experience has also been indicated. The findings have implications for planning and implementing need-based guidance and counselling services for all-round development of children in schools.

CHAPTER 1

INTRODUCTION

CHAPTER I

INTRODUCTION

There is a growing realization that the education of tribal children has been neglected, and that concerted effort is needed to bring them to the level of education and development achieved by their neighbouring non-tribal communities. It has been felt that their vocational, personal and social development has not been given enough attention, and the matter should now be given priority. India, being a welfare state, cannot leave behind any particular section of its population in the field of education. Article 46 of the Constitution lays down that the state shall promote, with special care, the educational and economic interests of the weaker sections of the people and in particular, of the scheduled castes and scheduled tribes, and shall protect them from social injustice and all forms of exploitation (Srivastava, 1971). As a result, efforts are being made in various directions to plan relevant education for these weaker groups and bring about qualitative improvement in the education presently provided to them.

Knowledge of the characteristics, needs and problems of these student groups is imperative if one wants to accomplish the difficult task of providing relevant education for all round development of these students, specially when student groups vary

widely in these respects. It is generally believed that students belonging to the scheduled tribes differ in significant ways from non-tribal students; also, that there are inter-tribal differences. Special guidance services in schools are required to facilitate the all round development of these students. The Department of Education of Meghalaya had expressed interest in starting guidance services in its schools and had sought advice and assistance from NCERT's erstwhile Educational and Vocational Guidance Unit in this connection. Hence this research project was taken up by the EVG Unit with a view to acquiring information about the tribal students of Meghalaya which could provide a basis for planning guidance services for them.

Guidance services are an integral part of education. To be effective, however, guidance services must be made relevant for the specific groups of students for whom they are designed, i.e. they must be relevant to the psychological needs, and the cultural and home background, of the particular students groups.

The socio-cultural background of the family is known to have a good deal of influence on the individual's development. The parents' education, the father's level of occupation and income, parental

involvement in the child's education, the child's perception of what the parents expect of him, etc., are considered particularly important as determinants of educational and vocational development of the individual. Hence it was decided to study the various family background variables, psychological characteristics of the individual, his academic achievement, and certain vocational planning variables, in order to develop understanding of the tribal students of Meghalaya, which could form a basis for planning guidance services and programmes for them.

All the theories of vocational development recognise (to varying extent) that the socio-cultural background of the individual and some of his psychological characteristics exert a good deal of influence on his development. This provides the rationale for the approach adopted in this field study, viz., the comparative approach. However this aspect of vocational development theory itself needs validating before it can be applied in settings other than those in which it was developed, viz., the western countries and particularly, U.S.A.. Hence another aim with which the project was undertaken, was to attempt validation of this aspect of vocational development theory.

Objectives of the Study

To sum up, the major objective of the study was to acquire information about selected home background variables, psychological characteristics, problems and needs, academic achievement and educational and vocational planning of the tribal high school students of Meghalaya, for the following two purposes :

(i) To make available to the Department of Education of Meghalaya and to educationists, information which would demonstrate the need to introduce guidance services in schools, and ~~throw~~ light on the nature of the guidance required which could be of help in planning these services.

(ii) To study the role of selected psychological and environmental variables in the educational and vocational development of high school students in an attempt to validate certain aspects of theories of vocational development which were propounded in the U.S.A., in a very different socio-economic and cultural context from that in which they originated, viz., in India in the north-eastern state of Meghalaya.

As mentioned earlier the comparative approach was adopted. Although the focus was on tribal high school students, for studying ethnic differences at the macro level, a group of non-tribal high school students was used as a comparison group. For studying ethnic differences at the micro level, three tribes viz., Khasi, Mizo and Garo, living in and around Shillong were compared.

The specific objectives of the project were to compare groups of high school students differing on the independent variables mentioned below :

1. Ethnicity: tribal vs. non-tribal.
2. Ethnicity (tribe): Khasi vs. Mizo vs. Garo.
3. Sex: tribal boys vs. tribal girls.
4. Parents' Educational Level (PEL) : First generation learners vs. non-first generation learners.
5. Area: rural vs. urban.

CHAPTER 2

REVIEW OF RESEARCH

CHAPTER-2

REVIEW OF RESEARCH

An extensive survey showed that some research has been sporadically done on tribal students in India, but it is mainly on their intelligence (Ray and Bose, 1952; Chaudhry, 1955; Verma, 1958; Chowdhary and Prasad, 1959; Chattopadhyay, 1961; Jai Prakash, 1972; Rath and Misra, 1974; Rath et al, 1979; Sinha, 1980, Ameerjan, 1984, 1987), scholastic achievement (Bose, 1971; Sinha and Misra, 1977; Singh and Singh, 1979; Ushasri, 1980, Ameerjan, 1984, 1987), achievement motivation (Gokulnathan and Mehta, 1972; Mubayi, 1976; Lyngdoh, 1976; Singh and Singh, 1979); educational problems (Chitnis, 1974; Lal, 1974; Adiseshiah and Ramanathan, 1974; Rajagopalan, 1974; Shah and Thaker, 1974; Singhi 1975; George, 1975; Lyngdoh, 1976; Mubayi, 1975); psychological and sociological problems (Srivastava, 1983; Srivastava, 1982) and study habits (Lal, 1974; Nayar, 1975). A few of these and other studies have inter-alia included the variable of educational and vocational aspiration (Sachchidanand, 1974; Dubey, 1974; Chitnis, 1974; Nayar, 1975; Lyngdoh, 1976; Mubayi, 1976). The review showed that no worthwhile research has been conducted on any of the dimensions studied in the present project. However, a review of the available research related to the variables and various comparison groups included in the present study is given below.

Ethnic Differences

Differences between scheduled tribe students and non-tribal students have been studied mostly by sociologists and anthropologists. Very few variables pertinent to the present study have been investigated from psychological point of view, and these researches are reviewed here.

Chattopadhyaya (1961) studied the intelligence of 500 tribal and 500 non-tribal children of Tripura aged 11 + to 15 +. He found that the tribal students as a group did not compare favourably with the non-tribal children.

Jai Prakash's (1972) study of urban, rural and tribal higher secondary students of Madhya Pradesh also revealed that urban non-tribal and tribal students had higher intelligence than rural non-tribal and tribal students. Rath et al (1979)

however, using RPM found that the differences in means of Brahmin, scheduled caste and scheduled tribe, considered together, were not significant but taken separately Brahmin children differed significantly from SC/ST students.

Gokulnathan (1971) studied the achievement related motivation (n-Ach and anxiety) and educational achievement among higher secondary school tribal and non-tribal students. Using stratified random sampling, 294 boys and 89 girls were drawn from 14 secondary schools in three districts of Assam. The tribes included in the study were Kachari, Miri, and Meeh tribes of the early Mongloid race. The non-tribals were mostly non-mongloid or Vans of Hindu religion. T.A.T. and Mehta's Achievement Value and Anxiety Inventory were used to assess achievement motivation and anxiety.

Performance at the SSLC/HSLC exams and tests served as the index of educational achievement. The study showed that (i) the tribal pupils obtained significantly higher n-Ach scores than the non-tribals; (ii) the non-tribals in the rural sample showed significantly greater n-Ach than their tribal counterparts; (iii) the tribal and non-tribal boys in the rural sample do not show significant differences in their n-Ach, but their urban counterparts show a significant difference. The study showed that the tribal boys, irrespective of the area of their residence, have a higher level of n-Ach than the non-tribal boys. Lyngdoh's (1976)

study however showed different results. She compared college-going tribal and non-tribal boys and girls with respect to their achievement motive, occupational aspirations and family influence. The sample consisted of 300 undergraduate boys and 300 undergraduate girls from six day college and five night colleges of Shillong, half of them tribals, half non-tribals. She used Nehta's T.A.T. pictures for measuring n-Ach, Kuppuswamy's SES Scale, and Occupational Aspiration Inventory. The findings indicated that the means of the n-Ach Scores of the tribal and non-tribal students did not differ significantly but that the occupational aspiration level differed at .01 level. Occupational aspiration had inverse relationship with n-Ach. But Mubayi (1974) in her study of tribal students of South Gujarat found no relationship between motivation toward school and the n-Ach of pupils, whether pupils were tribals or non-tribals, and whether they studied in tribal or non-tribal schools.

Misra (1984) compared 100 male adolescents between 13 and 15 years of age of Oaron, Munda and HO tribes of Ranchi with 100 non-tribal adolescents on time orientation. Two projective measures were used in the study. He found that the tribals' focal point along time horizon was in between past and present while non-tribals' orientation was between distant past and past. When the present time perspective was compared tribals were found to be more present oriented than non-tribals.

Sinha and Shankar (1970) studied vocational preference as a function of ethnic differences among 200 tribal and 200 non-tribal Arts students of Ranchi, using a check-list of 27 occupations. The findings showed that backwardness, race, and low educational level were associated

with tribals preferring those occupations which result in economic gains, require less responsibility, and are satisfiers of immediate needs. Better educational background and high educational level were associated with the non-tribals' preference for occupations which require more responsibility, power and authority.

Singhi (1975) also found that tribal students lacked awareness of future prospects and had lower preference for technical and professional education. Ameerjan (1984, 1987) also found that the tribal students of B.Sc(Agriculture) showed significantly lower academic achievement than the non-tribals and their educational aspiration was lower than other students. He found that the caste sub-culture and socio-economic level affect the general mental ability, and verbal ability. Sachchidananda (1974) too found that the occupational aspirations of tribal school students were lower than those of non-tribal students, though during the same year he found that tribal college students had high occupational aspirations. Chitnis (1974) also reported the same results. Dubey (1974) found that tribal and non-tribal college students of Assam both showed high educational and vocational aspirations and they did not differ on this variable. Srivastava (1983) in his study of the tribal students of Mirzapur, found that vocational aspirations and expectations of upper caste students were limited to 13 occupations, while among the backward castes and Scheduled Tribes the range was nine, with teaching as the most preferred occupation. He found no difference in vocational aspirations of tribal and non-tribal students, nor in their personal values as assessed by Sherry and Verma's (1973) Personal Values Questionnaire.

Adiseshiah and Ramamathan (1974) found that the ST students spent about four hours in private study. Lal (1974) in his study of the SC/ST students found that economic status and participation in extracurricular activities affected the study habits of college ST students of Rajasthan. Nayar (1975) also found that more than one fourth of the SC/ST students studied three to four hours daily, and that this study habit was promoted by better financial position, higher educational aspirations, and non-participation in extracurricular activities.

Srivastava (1981) studied the personality patterns of 200 tribal (100 Tharus and 100 Gonds) and 200 non-tribals boys matched on age, education, SES and ecological region, using the Indian adaptation of Cattell's 16 PF Questionnaire, Form E. The results showed that the tribal and non-tribal boys differed significantly on Factors A (Sociability), C (Ego Strength), E (Dominance Vs. submission), G (Super-ego-strength), H (Adventurousness), I (Tough-minded Vs. Tender-minded), L (Trusting Vs. Suspicious), M (Autia), O (Guilt proneness), Q₁ (Radicalism), Q₂ (Self-sufficiency), Q₃ (Self-sentiment), and Q (Tension). There was no difference in the remaining factors.

Srivastava (1985) compared the personality pattern of high school students belonging to scheduled caste, backward classes and upper castes. The sample consisted of 306 class IX and X students of two sub-divisions of Mirzapur districts of U.P., of which 56 were scheduled castes, 80 backward classes and 170 upper caste students. He used Junior, Senior High School Personality Questionnaire adapted in Hindi by Kapoor et al (1980)

The results revealed that tribal students do not differ significantly on any personality factor, from the general high school population and as such they are having almost the same pattern of personality as other high school students belonging to all castes and creeds.

Ameerjan (1987) on a sample of 176 ST students and 294 non-tribal students of Agriculture college, however, found that caste subculture plays a significant role in producing the differences among the groups in respect of certain selected personality variables like economic and religious values, verbalised need for achievement, self confidence and adjustment to home etc.

Inter-tribal Differences

Differences between Khasi, Garo and Mizo tribes, which have been studied in the present project, have not been studied earlier. In fact we could locate only three studies of inter-tribal differences which are more sociological than psychological in nature.

Shrivastava et al. (1971) compared eighteen tribes of Bihar, M.P. and Orissa with respect to their educational and economic conditions. They grouped the tribes into two categories, the extremely under-developed group and the semi-developed or developed group. They found that the developed tribes are educationally more developed than the general rural population of India. But the under-developed tribes are at extremely low levels of educational development. These two groups of tribes thus showed remarkable differences with respect to their educational development.

In another study Srivastava (1970) tried to identify the developmental needs of Garo tribe of Assam and Santal

tribe of Bihar. He found that the Garo, a matrilineal and matrilocal society, has very different problems and developmental needs than the Santal tribe which is a ~~patrilineal~~ and patrilocal society. Bose (1963) investigated the socio-psychological background of 1000 adolescent school going students of Nepali, Bhutea and Lepcha tribes studying in the hill town of Darjeeling district. He found that the students were educationally backward, with religious communal feelings and rigid inter-tribal group relations were not found. The study however did not throw any light on inter-tribal differences.

Sex Differences

Many researchers have studied sex differences among tribals but most of these studies have focused only on a few variables such as n-Ach, problems, educational and vocational aspirations, and none has touched other characteristics like job values, interests, time perspective and certain other personality characteristics.

Gokulnathan (1972) found that Assamese tribal girls have significantly higher n-Ach score than their male counterparts. Mubayi's (1974) results support those of Gokulnathan. Dixit and Pareek's (1977) study also showed sex differences on n-Ach in favour of girls.

A few studies such as those conducted by Adiseshiah and Ramanathan (1974), and Lyngdoh (1976), revealed that tribal girls show higher educational and occupational aspirations than tribal boys, whereas Sachchidananda (1974) found both the sexes to be nearly the same on this variable.

At least one study has been conducted on sex differences in various personality characteristics of tribal students. Srivastava and Kapoor (1977) used 16 PF Form

E (Hindi Adaptation) to study the personality differences between 100 male and 139 female Tharus of Lakhimpur-Kheri in U.P., matched on age, education, SES and ecological region. They found Tharu males were significantly different from Tharu females on four personality factors, viz., E (Dominance Vs. Submission), F (Surgency Vs. Desurgency), M (Autia), and Q₁ (Radicalism). Males were found to be more humble, sober, practical and conservative as compared to females.

Parental Educational Level Differences

Effect of parents' educational level on tribal students has been studied by very few investigators. Lal (1974), surveying the educational progress and problems of SC and ST college students in Rajasthan, found that father's education and encouragement from home had no significant influence on occupational aspirations of ST students. Gokulnathan (1979) also reported that educational level of father does not affect the non-achievement of either tribal or non-tribal boys.

Nayar (1975) on the contrary found that the occupational aspirations of tribal students were related to father's encouragement and education. Rao's (1976) findings also showed that the educational level of fathers of tribal students had a negative linear relationship with the students' perception of the school environment.

It is thus obvious that research evidence available about effect of parents' educational level on tribal students is inconclusive.

Rural-Urban Differences

Some studies have investigated the differences between tribal students in the rural and urban areas.

Jai Prakash (1972) in a comparative study of rural-urban tribal higher secondary students of Madhya Pradesh found that urban non-tribal students had higher intelligence than the rural non-tribal and tribal students.

Misra (1984) found that the urban tribals were more past oriented than the ^{rural} group. The interaction between ^{the groups} was insignificant.

Gokulnathan (1971) and Gokulnathan and Mehta (1974) found that the tribal boys possess a higher level of n-Ach than the non-tribal boys, irrespective of the area of residence. However the latter investigation revealed that, whereas tribal (mean-n-Ach.5.87) and non-tribal (mean n-Ach 4.73) rural boys did not reveal a significant difference in their n-Ach levels their urban counterparts did (mean n-Ach 5.98 and 3.75 respectively). Nonetheless the study revealed a trend suggesting that a rural background tends to produce greater achievement striving in high school boys, both tribal and non-tribal students, the n-Ach level of those from tribal rural schools is higher than that of students from tribal urban schools. Students from urban non-tribal schools were however found to have a higher degree of n-Ach than those from rural non-tribal schools. She found that the environment of the school and not the cultural background seems to be the factor influencing their n-Ach level.

We can thus say that no clearcut trend emerges from these studies and that they yield equivocal results.

Overall Findings from Previous Research

It is thus evident from this review of research that information regarding characteristics of the tribal students, particularly those in secondary schools, has been confined to only a few variables. The one finding which emerges from these investigations is that tribal students are, by and large, lower on many variables such as intelligence, as compared to non-tribal students. They do show a high educational and occupational aspiration level, but it is not clear from these studies whether this aspiration is realistic or unrealistic.

In the present project therefore it was planned to study a number of variables which have not been studied before, or the findings regarding which ^{are} inconclusive.

CHAPTER 3

CONTENTS OF THE CHAPTER

METHODOLOGY

RESEARCH DESIGN AND DATA COLLECTION

CHAPTER 3

METHODOLOGY

This research on tribal students of Meghalaya was a field study of an exploratory nature. Data were collected on a number of variables through the group administration of various tools which are described in chapter IV.

The Sample

The population of interest was the tribal students of classes IX and X in Meghalaya. However as the data had to be collected as a part of the practicum in a training course for careers teachers of Meghalaya conducted in Shillong (as explained in the Preface), for reasons of feasibility the schools included in the sample had to be from Shillong and a rural area extending upto 28 kms from the municipal limits of the city. Beyond that the area gradually became ^{urbanized} ~~urbanized~~ again. Moreover students of class IX only could be included in the study, as we were advised by the State Institute of Education that the schools, being examination oriented, would be unwilling to permit us to conduct practical training in class X.

A judgment sample of 10 schools was selected, the main consideration being that the schools should have tribal as well as non-tribal students, the students should come from different tribes, should be spread over different socio-economic strata, and come from urban as well as rural area. Nine schools were initially selected, three of them from the rural area. Later, data were also collected from a school in the East Garo Hills, in order to get a sufficient number of

subjects belonging to the Garo tribe. Seven of these ten schools were coeducational, two were exclusively for boys and one exclusively for girls. In the urban school for girls there were two sections of class IX with the girls having a fairly wide range of SES. Both the sections were included in the sample so as to get an adequate number of female as varying in SES. In the other schools, if there was more than one section of class IX, only one section was included in the sample, whichever one was assigned by the school principal on the basis of administrative convenience. As the Department of Education, Meghalaya, itself ran hardly any secondary schools, all the schools included in the sample were government aided private schools. All these schools had classes upto X only, and the medium of instruction was English. All the students in the selected classes who were present at the time of data collection were included in the sample.

The N for the sample of students was 338. The characteristics of the sample can be seen from the breakdown given in Table I.

As the focus of the study was on tribal students, the n for tribals was 257, much larger than the n for non-tribals (81) who formed only a "control" group for the purpose of comparison where ethnicity was the independent variable. In any case, the number of tribal students in every school and in every class was greater than that of the non-tribals.

Sample Size of the Comparison Groups

Comparison Groups						Total
Ethnicity						
Tribals	257	Non-tribals	81			338
Tribal boys	147	Non-tribal boys	46			193
Tribal girls	110	Non-tribal girls	35			145
Sex						
Tribal boys	147	Tribal girls	110			257
Parents' educational level						
Tribal FGL	77	Tribal NFGL	180			257
Tribal FLG boys	55	Tribal FLG girls	22			77
Area						
Rural tribals	111	Urban tribal	146			257
Rural tribal boys	65	Urban tribal boys	82			147
Rural tribal girls	46	Urban tribal girls	64			110
Tribe						
Khasi	172	Mizo	32	Garo	43	247
Urban Khasi	100	Urban Mizo	16	Urban Garo	21	137
Rural Khasi	72	Rural Mizo	16	Rural Garo	22	110
FGL Khasi	54	FGL Mizo	5	FGL Garo	18	77
NFGL Khasi	118	NFGL Mizo	27	NFGL Garo	25	170

Note: FGL= first generation learners, NFGL=non-first generation learners.

Though the main sample was from the Khasi tribe which is the predominant tribe in the Shillong area, samples from other tribes were also taken, and although small in size, they were sufficient for making a comparative study. There was no overall "control" group; the "control" group differed from one comparison to another, according to the independent variable for that particular comparison.

Procedure

Comparisons have been made between groups differing on the following independent variables:

1. Ethnic macrolevel comparisons : tribal vs non-tribal
2. Ethnic microlevel comparisons : inter-tribal
3. Sex comparisons
4. Parents' educational level comparisons
5. Areawise comparisons

Within these broad comparison groups specific comparisons were made. These comparison groups along with table numbers are mentioned below:

1. Ethnic macrolevel comparisons
 - 1.1 Tribal vs. Non-tribal
 - 1.2 Tribal boys vs. Non-tribal boys
 - 1.3 Tribal girls vs. Non-tribal girls
2. Ethnic microlevel comparisons
 - 2.1 Khasi, Mizo & Garo students
 - 2.2 Khasi, Mizo & Garo urban students
 - 2.3 Khasi, Mizo & Garo rural students
 - 2.4 Khasi, Mizo and Garo FGL
 - 2.5 Khasi, Mizo and Garo NFGL

3. Sex comparisons

3.1 Tribal boys vs. Tribal girls

4. Parents' educational level comparisons

4.1 Tribal FGL vs. Tribal NFGL

4.2 Tribal FGL boys vs. Tribal FGL girls

5. Areawise comparisons

5.1 Rural tribal vs. Urban Tribal students

5.2 Rural tribal boys vs. Urban tribal boys

5.3 Rural tribal girls vs. Urban tribal girls

Each of the above comparison groups will have four subsets defined under the criterion variables and the numbers of these subsets are given after second decimal place of table numbers. For example the table number of comparison group, Tribal and Non-tribal is 1.1 and its four subsets Home Background, Psychological, schooling and vocational planning are numbered 1.1.1, 1.1.2, 1.1.3 and 1.1.4 respectively. Only the variables on which the comparison groups were found significantly different have been included in the tables. These tables have been placed in Appendix 'A'.

Tools used

Data were collected by group administration of the following questionnaires, tests, and inventories :

Student Information Blank

Vocational Planning Questionnaire ✓

Center's Job Values Card ✓

Attitude Inventory ✓

Personal Events Scale ✓

Raven's Standard Progressive Matrices ✓

Interest Inventory ✓

Student Problem Checklist ✓

Annual examination marks of class VIII were taken from school records.

Variables

Each of the above tools yielded data on one or more of the variables included in the investigation. These variables, the method of their assessment, and related information, have been described in detail in Chapter 4 (Variables and Their Assessment). However an overview of the Variables is given below:

Independent variables

- a) Ethnicity : Tribal/non-tribal
- b) Ethnicity : Tribe - Khasi/Garo/Mizo
- c) Sex
- d) Parents' educational level (PEL): First generation learners (FGL)/non-first generation learners (NFGL).
- e) Developmental level of area : rural/urban

Covariates

- a) SES
- b) Age

Criterion variables

These variables have been grouped under four subsets:

- a) Home background
- b) Psychological characteristics
- c) Schooling
- d) Educational and vocational planning

Statistical analysis

Level of Significance

In each comparison the null hypothesis was tested viz., that there is no difference between the groups (differing on the independent variable) on the particular dependent variable being investigated. The value of

alpha (i.e., region of rejection) was set at 5% as the minimum level of significance. Any observed difference between the comparison groups on the sample which was smaller than the tabled value of alpha led to the acceptance of the null hypothesis, and it was stated that the groups did not differ significantly, i.e., that the observed difference did not warrant the inference that the population groups differed on the particular dependent variable.

Some of the variables studied in the project are continuous, having measurement in interval scale. Others are discrete, and some others are of dichotomous nature. However for purposes of analysis, all the ordinal variables have been considered along with continuous variables, and all the dichotomous variables have been considered with discrete variables.

It is a common observation that Age and Socio-Economic Status of students affect their psychological characteristics, educational-vocational planning and academic achievement. Hence these two variables have been used as covariates in the statistical analyses.

In the case of the continuous variables, one-way analysis of covariance (ANCOVA) was used, simultaneously partialling out the effect of both the covariates, to study the differences on the criterion variables observed in comparison groups differing on the classificatory variables. For analysing differences on the discrete variables, the chi-square test was applied, as also a non-parametric analogue of analysis of covariance known as "partial contingency coefficient" (PCC) or "partial contingency association" (Haberman, 1978), which determines the relationship

between two variables by controlling the effect of a third variable (the covariate Age or SES). However, in this method the simultaneous partialling of both the covariates is not possible, hence the analyses for partialling out Age and SES had to be done separately.

Method for computing the PCC : Let E (Ethnicity) stand for tribal and non-tribal group, S stand for socio-economic status (SES), and P stand for Peer group involvement (PGI).

Let n_{ijk}^{ESP} is the number of subject (observed frequencies) of i th ethnic group ($i=1,2$), j th SES ($j=1,2$) and k th PGI ($k=1,2,3$)

Let $n_{ij.}^{ES} = n_{.j.}^{ES} = \sum_k n_{ijk}$ is the number of subjects of i th ethnic group and j th SES; $n_{.jk}^{SP} = \sum_i n_{ijk}$ is the number

of subjects of j th SES and k th PGI; $n_{.j.}^{ES} = \sum_i n_{ij.}^{ES} = \sum_i \sum_k n_{ijk}$ is

the number of subjects of j th SES. Other symbols can be written similarly.

Now the partial association between ethnic group (E) and Peer group involvement (P) controlling SES (S) is given below by the chi-square statistic

$$\chi_{EP.S}^2 = \sum_i \sum_j \sum_k \frac{(n_{ijk} - m_{ijk})^2}{m_{ijk}}$$

the statistic $\chi_{EP.S}^2$ has $(i-1) \cdot j \cdot (k-1)$ degrees of freedom and m_{ijk} , the expected frequency of n_{ijk} , is defined as

$$m_{ijk} = \frac{n_{ij.}^{ES} \cdot n_{.jk}^{SP}}{n_{.j.}^{ES}}$$

$n_{ij.}^{ES}$, $n_{.jk}^{SP}$ and $n_{.j.}^{ES}$ have already been defined in the first paragraph.

Similarly one can develop relations for other variables.

The analyses of the discrete variables by the method of partial contingency coefficient requires disjoint partitions of all the variables. Hence the covariates Age and SES, which were continuous variables, had to be partitioned. Details regarding the partitioning have been given in Chapter IV.

Some of the discrete criterion variables have four or more categories, and it was seen that many of the cells remained empty or almost empty in the three order classification of type $2 \times 2 \times 5$, etc.. In this situation it was either not possible to compute the PCC, or if we could compute we might get an underestimator or an overestimate of the coefficient. Hence we have collapsed categories which had too few observations, or omitted them in those cases where collapsing was not meaningful.

In the variables pertaining to academic achievement and schooling, categories 2 and 3 of the variable 'Peer's help in home work' were combined; category 1 of the variable 'educational aspiration' was omitted, as also category 8 of the variable 'fixed time for home work'. Similarly category 1 of the variable 'helping the parents' was not considered for analysis. Categories 5 (outdoor) and 8 (Arts & Entertainment) of the variable Preferred Occupation (Field), and categories 4 (skilled), 5 (semi-skilled) and 6 (unskilled) of the variable Preferred Occupation (Level), were omitted from the variables of subset IV, viz., Educational and Vocational Planning. Categories 5 to 10 of the variable 'Family Influence on Vocational Planning of the Student: Greatest influence were ignored in all the analyses.

The categories 3 (brother) and 4 (sister) of the same variable were combined to form one category (sibling). Another variable, 'Family influence on vocational planning of the student : second Greatest influence has been treated in the same way.

In the case of analyses by the PCC method whenever categories had to be collapsed or omitted, we have had to base our discussion only on the chi-square statistic of second order classification, ignoring the effect of the covariate (the third variable Age or SES).

As we have worked out two statistics (PCC & chi-square) for each discrete variable, we have four types of situations for purposes of interpretation. The general interpretation of each situation is explained below; the same pattern has been followed in each comparison reported in the subsequent chapters. The four types of situations are:

Situation A: When both chi-square and PCC are significant, it indicates that the groups differing on the independent variable differ significantly on the criterion (dependent variable), and the third variable, i.e., Covariate, which has been partialled out, has either no effect or very little effect on the criterion.

Situation B: If the chi-square is non-significant and the PCC is significant, it indicates that the groups differing on the independent variable do not differ on the criterion when the effect of the covariate is ignored, but they do differ significantly on the criterion when the effect of the covariate is controlled. It also implies that the covariate has a significant effect on the criterion.

Situation C: If the Chi-square is significant and the PCC is not significant, it indicates that the groups differing on the independent variable differ significantly on the criterion when the effect of the covariate is ignored, but they do not differ significantly on the criterion when the effect of the covariate is controlled. It also implies that the Covariate has a significant effect on the criterion.

Situation D: If the Chi-square and the PCC are both not significant, it indicates that the groups differing on the independent variable do not differ significantly on the Criterion either or after controlling the effect of the covariate. It also implies that the covariate has either no effect or very little effect on the Criterion.

To sum up, when both the statistics are either significant or non-significant, the covariate is seen to have no effect or very little effect, on the criterion variable. But when one of the statistics is significant and the other is non-significant, then the covariate is seen to have an effect on the criterion variable.

CHAPTER 4

VARIABLES AND THEIR ASSESSMENT

CHAPTER 4

VARIABLES AND THEIR ASSESSMENT

The variables studied in this project can be divided into three categories: (1) Independent variables; (2) Covariates; and (3) Criterion variables. Each of the variables under these categories and the method of their assessment have been described in this chapter.

1. Independent Variables

The study consists of five main comparisons based on five independent variables.

a) Ethnicity, Macro Level : This is a dichotomous variable: Tribal/Non-tribal. The information was obtained from the Student Information Blank filled by the student. The breakdown of the sample (see Table I) reveals that, of the total sample of 338 students, 257 are tribals and 81 are non-tribals. The number of students belonging to the various tribes is given below:-

Khasi, 172 (boys-84, girls-88); Mizo-32 (boys-22, girls-10); Garo-43 (boys-37, girls-6); Naga-2 (boys-2; girls-0); and other tribes 7 (boys-5, girls-2).

The predominant tribe represented in the sample is Khasi, which is the predominant tribe living in and around Shillong.

b) Ethnicity, Micro Level - Tribe: This independent variable was considered for making intertribal comparisons. Only three of the tribes, Khasi, Garo and Mizo were compared, as the frequencies for the other tribes were too small (Seven when aggregated). The distribution of the subjects among these three tribes has been shown in Table I. The predominant tribe represented in the sample is Khasi, which is the predominant tribe living in and around Shillong.

c) Sex: Information about the student's sex was obtained from the Student Information Blank. There are 193 boys and 145 girls in the total sample of 338 students. Further breakdown of the sample shows that out of 193 boys, 147 are tribal and 46 are non-tribal. Out of 145 girls, 110 are tribal and 35 are non-tribal (Table I).

In addition to using this dichotomous variable as one of the five main independent variables, groups based on other classificatory variables, such as ethnicity, parents' educational level, developmental level of area, have also been dichotomized on the sex dimension, e.g., tribal girls, tribal boys, non-tribal girls, non-tribal boys, urban tribal boys, urban tribal girls.

d) Parents' Educational Level : This index was derived from information regarding father's and mother's educational level, obtained through Q.No. 6 and 7 of the Student Information Blank. In both these items there are 6 response categories, in ascending order. Scores from 1 to 6 are assigned from response categories 'a' to 'f', with a score 1 given to response 'a' and a score of 6 given to response 'f'. First Generation Learners (FGL) were operationally defined as those students neither of whose parents had education beyond class II. Subjects with even one parent who had studied upto class V or beyond were defined as Non-first Generation Learners (NFGL). Thus Parents' Educational Level was treated as a dichotomous variable.

e) Developmental Level of Area : This was also a dichotomous variable: Rural/Urban. The students were treated as rural or urban depending upon the location of the school in which they were studying. There were 114 rural and 224 urban students. Out of 114 rural, 64 were tribal boys; 46 were tribal girls, 3 were non-tribal boys,

and 1 was a non-tribal girl. Among 221 urban students, 83 were tribal boys, 61 were tribal girls, 43 were non-tribal boys and 34 were non-tribal girls (Table I). Since there was only one rural non-tribal girl, it was not feasible to use this category for statistical analysis.

2. Covariates

SES and Age are the two covariates used in the study.

a) Socio-economic Status (SES) : For arriving at the SES Index the following variables were used: (i) Father's education, (ii) Mother's education, (iii) Father's monthly income, (v) No. of books in the home.

Information about father's education, mother's education and no. of books in the home was taken from the Student Information Blank, and about father's occupational level and monthly income from the Vocational Planning Questionnaire. For arriving at an overall index of SES, scores on these five variables were averaged for each S. For the purpose of statistical analysis the decimal point was removed and the scores were used in two digits, as continuous scores. The method of scoring of each of the five variables is given below:

(i) Father's Education : The students were required to indicate in item No.6 in the Student Information Blank, their father's education in terms of the number of years, by ticking one of the six response categories provided. Scores were assigned to the response categories in an ascending order:

<u>Number of Years of Education</u>	<u>Score</u>
a) 0 year	1
b) Upto 2 years	2
c) More than 2 years but upto 5 years	3
d) More than 5 years but upto 10 years	4
e) More than 10 years but upto 15 years	5
f) More than 15 years	6

(ii) Mother's Education : This variable was assessed and scored in the same way as Father's education.

(iii) Father's Monthly Income : The students were asked to indicate their father's monthly income by ticking the appropriate response category given below question no. 17 in the Vocational Planning Questionnaire. Scores were assigned to the categories as shown below:

<u>Monthly Income</u>	<u>Score</u>
Upto Rs.500	1
Rs.501-Rs.1000	2
Rs.1001-Rs.1500	3
Rs.1501-Rs.2000	4
Rs.2001-Rs.2500	5

The actual range of income for the whole sample is between Rs.150 to Rs.2500.

(iv) Father's Occupational Level: Information about the father's occupation was collected through Vocational Planning Questionnaire (Q.No.16). For scoring, Roe's (1956) two-way classification of occupations was followed. For arriving at the Index of SES, only the level of occupation was used (not the field). There are six levels in Roe's classification, the highest level getting a rating

of one, the lowest level a rating of six. Since some of the occupations have sub-categories other factors such as income, education required by the sub-category, and the level of responsibility and of complexity involved in doing the work, were also taken into account for determining the occupational level. (For example, in Roe's Classification teaching occupation has been given a level rating of 1 or 2, depending upon the education required for teaching at the University and School.)

The inter-rater reliability for level of father's occupation was calculated on a sample of 63 protocols. Every fifth protocol was selected from the total sample for this purpose. The inter-rater reliability coefficient was .83.

(v) Number of Books in the Home : The students were required to indicate the number of books in the home, by ticking one of the five responses to Q.No.19 in the Student Information Blank. The Scoring was done in the following manner:

<u>Response Categories</u>	<u>Score</u>
(a) No books at all	1
(b) From 1 up to 10 books	2
(c) From 11 up to 25 books	3
(d) From 26 up to 50 books	4
(e) More than 51 books	5

The range of the SES Index was found to be from 14 to 53 for the whole sample. Here it is worth mentioning that the tribals and non-tribals differ highly significantly with respect to their SES, the difference being in favour of non-tribals. Since this variable is of continuous nature, the need to classify it into two or three categories, was

felt for the analysis of discrete criterion variables. On inspection the distribution of scores on the SES was found to be normal, with the mean at 31.6. It was therefore decided to classify the scores into two categories, viz., those above the mean and those below.

- (1) The distribution of SES is symmetrical and there are statistically insignificant deviations in the distribution of scores.
- (2) The 40th, 50th and 60th percentiles fall in the same class interval and cover most of the sample. Statistically not much information about SES will be lost if we take above and below groups. Also, the sample will be more uniformly distributed, than if we take three categories.
- (3) The median of the whole sample (32.17), the mean of the whole sample (31.60), the mean of boys (31.09) and the mean of girls (32.66), all fall in the same class interval and at the 50th percentile, which means that there are negligible deviations in the distribution of scores of both boys and girls and the sample as a whole. Statistically it will not make much difference if we keep two categories for analysis instead of three categories because very little information will be lost.
- (4) If we take three categories, the number of frequencies in the middle categories will be too few to warrant certain types of analysis. It was therefore decided to keep two categories only.

b) Age : The information about the age of the students themselves who were asked to mention their date of birth in the Student Information Blank. The information was converted to age in months. The range was from 123 to

334 months. Age has been used as a continuous covariate in the analysis for the continuous criterion variables. For the analysis for the discrete criterion variables the sample had to be categorized in terms of age. However, the presence of extreme cases made the categorization difficult. It did not seem meaningful to eliminate these extreme cases as they are very much a part of the student population of Meghalaya for whom the guidance programme had to be developed on the basis of this study. Hence it was decided to divide the sample into three categories as given below:

- (i) Students whose age was less than or equal to 174 months
- (ii) Students whose age was between 175 months and 199 months, and
- (iii) Students whose age was more than or equal to 200 months.

Age was categorized in this manner due to the following reasons:

The distribution of age in months is symmetrical to some extent as confirmed by the test of skewness. The skewness of the distribution is 2.32 which is very close to normal distribution. The slight degree of discrepancy reveals one or two main features of the distribution. First, that even if the extreme cases from older and younger age groups are not included in the analysis, it will not make much difference. Second, in such a distribution which is neither markedly symmetrical or asymmetrical, dividing the sample into three categories instead of two frequencies in all the three categories. /- categories give more or less same proportion of

Secondly, the three groups deviate from the supposed modal age (15 years) for the IXth class by only 1½ years, which should not bother us keeping in mind the wide variation in cultural background, economic conditions and the conditions in the schools in the region.

Criterion Variables

The criterion variables have been conceptualized as belonging to four subsets, viz.

- a) Home background
- b) Psychological characteristics
- c) Schooling
- d) Educational and Vocational Planning

a) Home Background Variables

Four criterion variables pertaining to the home background of the subjects have been included in this subset. These are : (i) Parents' involvement in child's education; (ii) Facilities in the home study; (iii) Helping the parents; and (iv) Father's occupation : Field.

(i) Parents' Involvement in Child's Education (PICE).

This index indicates the extent of the parents' involvement in their child's education, and their concern about his learning at school and at home.

The PICE Index was calculated by adding a student's scores on questions No.1,2,12,13,14,16, and 17 of the Student Information Blank, which had mutually exclusive response

categories. The scoring procedure adopted is given below:

Q.1 The subject was asked to indicate on whose advice his/her parents started sending him/her to school.

	<u>Response category</u>	<u>Score</u>
(a)	Started sending on their own	3
(b)	On relatives' advice	2
(c)	On somebody else's advice	1

Q.2 The students were asked to indicate whether their parents came to their school.

	<u>Response Category</u>	<u>Score</u>
(a)	Generally once a month	4
(b)	After each examination result	3
(c)	Once a year	2
(d)	Never	1

Q.12 The student were asked to indicate whether their parents helped them with homework.

	<u>Response Category</u>	<u>Score</u>
(a)	Generally (at least over in a week)	3
(b)	Sometimes (at the most once or twice in a month)	2
(c)	Seldom or never	1
(d)	I do not have homework	-

Response (d) did not fit into the hierarchy formed by the other responses; hence it was not assigned any score (but only a code) and was not used for analysis

Q.13 The students were asked to indicate their parents' concern for their speech.

	<u>Response Category</u>	<u>Score</u>
(a)	Always or often remind you to speak correctly	3
(b)	Sometimes remind you to speak correctly	2
(c)	Let you speak as you like	1

Q.14 The question was worded "When you show your parents something which you have written"

	<u>Response Category</u>	<u>Score</u>
(a)	Do they always or often correct your spellings ?	3
(b)	Sometimes correct your spellings ?	2
(c)	Seldom or never correct your spelling ?	1

Q.16 The item was worded "When you have leisure time at home, do your parents"

	<u>Response Categories</u>	<u>Score</u>
(a)	Encourage you to spend as much time as possible in studying ?	3
(b)	Sometimes tell you to study ?	2
(c)	Never tell you anything even if you do not study ?	1

Q.17 This question was worded "When you return home from school, do your parents"

	<u>Response Category</u>	<u>Score</u>
(a)	Usually or often want to know what you did in school ?	3
(b)	Sometimes ask you about your school ?	2
(c)	Seldom or never ask you about your school work ?	1

(ii) Facilities in the Home for Study: This index relates to the physical facilities provided in the family for studies. The three questions of the Student Information Blank from which the index has been devised deal with the place of study (room) (Q.10), use of dictionary at home (Q.15), and number of books at home (Q.19). The scores on these questions have been added to arrive at the index. The scoring is described below:

Q.No.10: The question was worded "At home where do you usually study?"

	<u>Response Category</u>	<u>Score</u>
(a)	In a room where the whole family talks or listens to the radio (television)	2
(b)	In a room which is usually quiet, although other people are in the room.	3
(c)	Alone in my own room	4
(d)	I do my homework in school itself	1
(e)	My school does not give me homework	-

Response (e) was not scored as it does not fit into the hierarchy represented by the other responses.

Q.No.15 The question was "How much use is made of a dictionary by any person in your home?"

	<u>Response category</u>	<u>Score</u>
(a)	Generally	3
(b)	Sometimes	2
(c)	Never	1
(d)	We do not have a dictionary at home	-

Q.No.19: The question was "How many books are there in your home?" (Do not include newspapers and magazines.)

	<u>Response Category</u>	<u>Score</u>
(a)	No books at all	1
(b)	From 1 upto 10 books	2
(c)	From 11 upto 25 books	3
(d)	From 26 upto 50 books	4
(e)	More than 51 books	5

The range of scores on the index Facilities for Study in the Home was from 5 to 14, and it has been treated as a continuous variable.

(iii) Helping the Parents: This variable was included in the study to find out the extent to which the students help their parents at home. The more they help, the less time and energy they have for studies and other activities. The information was obtained through Q.No.3 of the Student Information Blank. The students had to respond to the multiple-choice question "How much time do you spend every day in helping your parents with housework?"

	<u>Response Category</u>	<u>Score</u>
(a)	3 hours or more every day	4
(b)	2 hours every day	3
(c)	1 or 1/2 hour every day	2
(d)	I do not do any housework	1

As response (d) had **very** few frequencies, this category was left out from the analysis.

(iv) Father's Occupation: Field Information about this discrete variable was obtained through the Vocational Planning Questionnaire (Q.No.16). Roe's two-way classification was used to classify the father's occupation into one of the following eight fields suggested by her:

1. Service 2. Business contact, 3. Organization
4. Technology 5. Outdoor 6. Science 7. General Cultural
8. Arts and Entertainment

Code No. 1 to 8 were assigned to the field according to the serial order given above.

The inter-rater reliability calculated for field of father's occupation was .83. It was calculated on a sample of 63 students. Every fifth script was selected from the sample for the purpose.

b) Psychological Characteristics: ✓

The personality and cognitive variables included in this subset were :

- (i) n-Ach, (ii) problems, (iii) time perspectives
- (iv) general mental ability, and (v) interests. These variables and their assessment are described below.

(i) n-Ach: Murray's (1938) theory was the first to give a highly differentiated and carefully specified various of human motivation. According to this theory various needs are responsible for basic motivation in human beings. Need for achievement (n-Ach.) is one of these needs. He defines n-Ach. as ("to accomplish something difficult. To master, manipulate, or organise physical objects, human beings, or ideas. To do this as rapidly and as independently as possible. To overcome obstacles and attain a high standard. To excel one's self-----" (P.164)

Information about this index was derived from 12 questions from the Attitude Inventory which contains 36 questions. The Attitude Inventory was prepared by the International Association for Educational Achievement, for collection of data from students for the comparative study of achievement in various school subjects in a number of countries. NCERT participated in this study. The committee of experts set up by the IEA to prepare questionnaires tried out the Attitude Inventory, revised it, then consulted the participated research centres regarding its suitability for their countries, and revised the inventory in the light of their suggestions. The items are easily understood by high school students. The usual limitations in the use of questionnaires for research data collection would, of course, apply to this inventory also, particularly the extent to which the Ss would be truthful in answering the questions. The questions used to arrive at the index of n-Ach were 2,4,5,7,9,12,14,16,17,18,19, and 22, which pertain to an individual's need for achievement and excellence. For instance "Is it important for you to get good marks in schools?" If you do not get good marks in your exams do you get worried"?; Do you usually work hard?"

A score of 0 or 1 was assigned to each of two response alternatives, as detailed below:

<u>Q.No.</u>	<u>Agree</u>	<u>Disagree</u>
2	1	0
4	0	1
5	0	1
7	0	1
9	1	0
12	0	1
14	1	0
16	1	0
17	1	0
18	1	0
19	0	1
22	1	0

The index of n-Ach was arrived at by the summated score on all these questions, and was treated as a continuous variable.

(ii) Problems: Data regarding the student's problems were collected through the English version of the Student problem Checklist(1967) which had been developed in Hindi on the model of the Mooney Problem Checklist for another project of the Department, after a tryout in three secondary schools of Delhi.

The Problem Checklist yields information about problems in ten areas, viz. (1) Health and Physical development, (2) Finance and living conditions, (3) Social and recreational activities, (4) Home, family and sex, (5) Social psychological relations, (6) Personal psychological relations, (7) Morals and religion, (8) Vocational and educational future, (9) Adjustment to school, and (10) Curriculum and teaching procedure. The Checklist also yields a score for the aggregate of problems.

The self-administering and untimed checklist contains 200 items, 20 in each problem area. The Subject is required to read the list of problems slowly and carefully and put a tick (☒) mark against the problems which are troubling him. The score for each problem area is the total number of items in the area which the student has ticked. These problem area scores have been used as criterion variables in the present study.

The test-retest reliability of the Hindi version of the Checklist, as determined on a group of 97 pupils of classes IX to XI of Delhi Schools, with an interval of three weeks between the first and the second administration, was +.92.

The range of scores obtained on the various problem areas of the Checklist has been shown below:

1.	Health and physical development	1 - 14
2.	Finance and living conditions	1 - 18
3.	Social and recreational activities	1 - 17
4.	Home, family and sex	1 - 14
5.	Social psychological relations	1 - 14
6.	Personal psychological relations	1 - 17
7.	Morals and religion	0 - 19
8.	Vocational and educational future	0 - 17
9.	Adjustment to school	0 - 16
10.	Curriculum and teaching procedure	0 - 20
11.	Aggregate score	12 - 137

(iii) Time Perspectives: An individual's life is a pattern in time, and a person's orientation toward time would constitute a basic aspect of his personality and may reveal various characteristics of his personality. A number of research studies have revealed that time perspective is related to various personality traits, psychological problems, adjustment, maladjustment, job satisfaction, occupational level and other psychological and sociological variables which has oriented a number of psychologists toward the need to assess a person's time orientation in order to understand him scientifically and predict his future adjustments on job, with himself and with others. Data regarding the past and future time perspective of the subject was collected through an event listing technique known as the Personal Events Scale, (Vincent & Tyler, 1965), which had been found satisfactory for use with Indian adolescents in an earlier study (Mehta, Rohila, Sundberg and Tyler, 1972). The subject is asked first to list seven events he or she expects to occur in the future, and to indicate in years, months, weeks, days or hours the time that would elapse before the

event occurs, and then list seven events that have happened in his/her life in the past, indicating the occurrence of the event in the same manner. The subject is also required to indicate whether the event was/would be pleasant or unpleasant. The time perspective score was derived by first converting the time stated by the subject for each event to the common denominator of months and then deriving the median number of months for all the events. The scoring of the scale is done in two ways.

- 1) Median Time Score for a) Future time perspective, and
b) Past time perspective
- 2) Feeling Tone of Events: The score on Pleasant/Unpleasant feeling tone attached to the events is also arrived at by totalling the number of events encircling by the S as Pleasant (P) and Unpleasant (U), separately for the future and the past.

iv) General Mental Ability

The conceptions of intelligence for almost a century have grown up in connection with investigations of how individuals are functioning different from one another, hence they have stood very apart from those of general psychological theory, which has given rather strict attention to ways in which individuals function similarly. Similarities and differences are very much like views of the same thing seen from different directions, hence common conclusions should be expected. Only recently has a meeting of minds become possible with regard to the nature of human intellectual functioning. Today intelligence is thought of as the general mental ability to solve problems, to learn new things, to perform well in school generally the

ability to think well of course, such terms are not sufficiently precise for scientific purposes, but they do connote what comes to mind when one hears the word intelligence. Intelligence tests are thus meant to measure at least approximately this general ability to think out solutions to problems. This general concept of intelligence was also due to the fact that almost from the beginning investigators who emphasized the differential view were little concerned with psychological theory for they eventually found their tests working much to their satisfaction without the aid of that kind of theory. The few who were concerned with the psychological nature of abilities - particularly Spearman (two factor theory), Burt (hierarchical model of intelligence), Thurstone (multi factor theory of intelligence) and Guilford (three dimensional model of intelligence) saw possibilities of understanding what variables exist in the value of intellectual functioning through the application of factor analysis. This psychometric approach which they adopted them to recognize numerous different intellectual abilities, unique ways in which individuals differ from one another in performing on intellectual tasks.

After the advancement of numerous concepts and theories regarding the nature and development of intelligence or general mental abilities, along with the one mentioned above, the intelligence or general mental ability tests were more theory based. Despite the more usefulness of individual and performance tests for clinical purposes, most of the intelligence testing carried on in different countries is done with group and non verbal tests because

they are found to be more valuable economical as many people are tested at one time the examiner does not need special skills in administration, scoring or evaluation.

One of the most widely used non verbal group tests of general mental ability is the Raven's Progressive Matrices Test. This is a homogenous test in that only the two dimensional analogies are used as an index of intelligence. The test measures problem solving ability through the use of figures that are altered from left to right according to an unstated but deducible principle. The subject selects the design that completes the pattern.

The Raven's Progressive Matrices Test was developed under the strong influence of Spearman's two factor theory. It is heavily saturated with the 'g' (general ability) factor in that it contains many abstract reasoning problems which are considered the best measure of 'g'. There are five parts of the test i.e. A, B, C, D, & E. Each of these parts consists of 12 problems. Thus there are 60 problems in the test. The problems become more difficult as one proceeds from beginning towards end. The test is not timed.

The score on the test is the total number of correct responses.

(v) Interests: Data on this variable were collected through R.P. Singh's Interest Record. According to the author

"Interest is a generalized behaviour tendency of an individual to be attracted to a certain class of incentives or activities. It is not concerned with assessing interests which are purely vocational in nature, but is concerned with assessing interests on all those dimensions that offer human satisfaction. These dimensions can include variables that

are vocational as well as those that are non-vocational in nature." (Page 1.) It would thus be more correct to say that the term interest used in the present context is 'general interest' and not purely vocational.

The Interest Record was constructed primarily for use at the higher secondary level. It can also be used with reasonable confidence in educational and vocational counselling of out-of-school youth.

In the Record seven interest factors as reported by Guilford et al.(1954) have been used with certain modifications. The items are forced choice likert type. The seven interest factors are given below:

- A. Mechanical Interest Factor: It includes various activities that are mechanical or manual in nature, with less emphasis on thinking. The range of scores on this factor was found to be from 9 to 47.
- B. Business Interest Factor: An essential feature of this factor is working with other people in commercial atmosphere. The range of scores obtained was from 8 to 38.
- C. Scientific Interest Factor : It includes such activities as scientific investigation, scientific theory, mathematical concepts, laboratory work, logical processes, precision in detail, precision in carefulness, with the presence of thinking. The range of scores obtained on this factor was from 12 to 41.

- D. Aesthetic Interest Factor: It includes both aesthetic expression and aesthetic appreciation. The range of scores obtained was from 7 to 40.
- E. Social Interest Factor: Altruism, coercion, responsibility, control of others, recognition of the needs of others, and the desire to help them are the essential features emphasized by the factor. The range of scores was from 12 to 38.
- F. Clerical Interest Factor: Activities such as office work, number manipulations, precision deficit, exactness, liking for clerical type of tasks, understanding of mathematical concepts are included under this factor. The range of scores was from 8 to 37.
- G. Outdoor Interest Factor: This factor involves liking for active outdoor work such as farming, forestry and construction. The range of scores was from 8 to 37.

Scoring was done according to the procedure described in the manual, which yields separate scores on the seven interest areas. The maximum score possible under any one interest factor is 48 and the minimum is 0. The sum of scores in all the areas should work out to 168, if no item has been left out. A high score in any one area means, to that extent, a low score in other areas.

The split-half reliability coefficients ($N=100$), corrected by the Spearman-Brown formula, for different

interest factors are given below:

	<u>Interest factor</u>	<u>r</u>
A.	Mechanical	.85
B.	Business	.70
C.	Scientific	.77
D.	Aesthetic	.84
E.	Social	.75
F.	Clerical	.77
G.	Outdoor	.72

The author claims that the Interest Record has a reasonably good construct and content validity. The bedrock of the construction of the Record are Guilford's seven interest factors as mentioned above and is an evidence of the 'construct' underlying it. Content validity of the Record is established deductively from the item analysis data and intercorrelations of interest factors reported above.

The author favours development of local or regional norms. In the present study however raw scores have been used.

(C) Schooling

The variables used under this subset are: i) Liking school ii) Perception of school climate iii) Academic achievement, iv) Friends' help in homework, v) Hours of homework, and vi) Fixed time for homework. These variables and the method of their assessment are described below.

i) Liking School : The index for this variable, like that for n.Ach., derived from the Attitude Inventory. Question no.s 1,3,5,8,10,11,13,15,20,21,23, and 24 were used to arrive at the index of Liking School. Scoring was done by assigning 0 to 1 according to the scoring key. Various items of this variable is given below.

<u>Q.No.</u>	<u>Agree</u>	<u>Disagree</u>
1	1	0
3	0	1
6	0	1
8	1	0
10	1	0
11	1	0
13	0	1
15	0	1
20	0	1
21	1	0
23	1	0
24	0	1

The sum of all the scores was the total score on this variable. The range of scores was from 2 to 12. This variable has been used as a continuous variable.

ii) Perception of School Climate: This index was also derived from the Attitude Inventory. Q.No. 25 to 36 were used to arrive at this Index. The scores on all these questions were summed up. Scoring of the dichotomous response Agree/Disagree was done by assigning either

0 to 1, according to the scoring key given below.

<u>Q.No.</u>	<u>Agree</u>	<u>Disagree</u>
25	0	1
26	0	1
27	0	1
28	1	0
29	1	0
30	1	0
31	0	1
32	0	1
33	1	0
34	0	1
35	0	1
36	0	1

This variable has been used as a continuous variable. The range of scores is from 1 to 11.

iii) Academic Achievement: The data on academic achievement were collected from the school records. The class VIII annual examination marks in various school subjects, and the aggregate of marks of all the subjects, converted into Z scores, were the index of academic achievement. The Z scores were calculated to make the marks on various subjects comparable, as the maximum marks for many subjects vary from school to school. The school subjects used in the study are: i) English, ii) Mathematics, iii) History, iv) Geography, v) Science, vi) Hygiene, vii) Domestic Science, viii) Khasi (language), ix) Hindi (language), x) Garo (do), xi) Mizo (do), xii) Overall academic achievement. These subjects were uniformly offered to all students in all school. A few other

: 4.25 :

subjects such as Art, Moral Science, Poetry, and Civics, which were studied by a very few students in 2 or 3 schools, have not been included in this study. Conversion of subject marks was done schoolwise. Z scores were computed for (i) marks in each subject separately, and (ii) aggregate marks.

Marks in Mathematics and Arithmetic were combined and treated as marks in one subject, viz., Mathematics. Similarly marks in Geography and Commercial Geography were combined and considered as marks in Geography. Marks obtained by students in each subject were then converted into percentages, so that all the subjects in each school would have the same denominator. This was necessary because the maximum marks in cases where subjects were combined became more than 100. The percentage of marks in each subject was considered as the raw score, i.e., X, for calculating T-score.

The raw score method was applied to calculate mean and standard deviation. This method was used because the data were ungrouped.

Raw score formula for Mean is:

$$\bar{X} = \frac{\sum X}{N}$$

Where X = Marks of students

N = Total number of students

\bar{X} = Mean

Raw score formula for calculating standard deviation is:

$$SD =$$

After calculating the mean the SD with the help of the above formulae, Z scores were calculated using the following formula:

$$Z \text{ score} = \frac{X - \text{Mean}}{SD}$$

$$T \text{ score} = 10Z + 50$$

For the statistical analysis of the achievement data T-scores were used. The range of T-scores obtained for various school subjects is given below :

English	29-79
Maths	9-79
History	21-87
Geography	23-91
Science	9-88
Hygiene	22-76
Domestic Science	35-80
Khasi (Language)	16-73
Hindi (Language)	26-60
Garo (Language)	26-68
Mizo (Language)	30-70
Aggregate Marks	21-88

iv) Friends' Help in Homework: Information regarding this variable was obtained through Question no. 4 of the Student Information Blank, "Do your friends help you with the homework you get from school ?". The student was required to respond in terms of one of three categories. These categories and the score assigned to each is shown below.

	<u>Response Category</u>	<u>Score</u>
(a)	Yes	2
(b)	No	1
(c)	Sometimes	3

(v) Hours of Homework: Information about this variable was obtained through Q.No.9 of the Student Information Blank. Ss were asked "Taking all subjects together, how many hours each week do you generally spend on homework

given by the school ?". The Ss could answer this question in any one of five response categories which were coded as 1,2,3,4, and 5. Though the variable was an ordinal one, it was used as a discrete variable for purposes of statistical analysis.

	<u>Response Category</u>	<u>Code</u>
(a)	- 2 hours or less	1
(b)	- More than 2 hours but upto 5 hours	2
(c)	- More than 5 hours but upto 10 hours	3
(d)	- More More than 10 hours but upto 20 hours	4
(e)	- More than 20 hours	5

(vi) Fixed Time for Homework: Question no. 11 of the Student Information Blank, "Do you have a fixed time for doing your homework ?", was used to obtain information on this variable. The response could fall in one of the following categories :

	<u>Response Category</u>	<u>Code</u>
(a)	Yes	2
(b)	No	1
(c)	My school does not give me homework.	8

The third category was excluded from the analysis for want of enough frequencies.

d) Educational and Vocational Planning

The variables considered under this subset were :

- (i) Expectation of entering the preferred occupation
- (ii) Information about nature of work in expected occupation
- (iii) Information about entry qualification in expected occupation

- (iv) Information as to whether special training is required for expected occupation
- (v) Information about type of special training required for expected occupation.
- (vi) Information about duration of special training required for expected occupation
- (vii) Information about name and location of institute imparting such special training
- (viii) Extent of information about expected occupation
 - (ix) Expected occupation: field
 - (x) Expected occupation: level
 - (xi) Occupational role model
 - (xii) Family influence on vocational planning: greatest influence
 - (xiii) Family influence on vocational planning: second greatest influence
 - (xiv) Perception of father's thinking about expected occupation
 - (xv) Perception of mother's thinking about expected occupation
 - (xvi) Educational aspiration
 - (xvii) **Job values.**
 - Job value: highest
 - Job value: second highest
 - Job value: third highest
 - Perceived job value of father: highest
 - Perceived job value of father: second highest
 - Perceived job value of father: third highest
 - Perceived job value of mother: highest
 - Perceived job value of mother: second highest
 - Perceived job value of mother: third highest
 - Discrepancy between own highest and father's highest job value
 - Discrepancy between own second highest and father's second highest job value

- Discrepancy between own third highest and father's third highest job value
- Discrepancy between own highest and mother's highest job value
- Discrepancy between own second highest and mother's second highest job value
- Discrepancy between own third highest and mother's third highest job value

Information about all the variables pertaining to vocational planning (S.No.1 to 16) was collected through the Vocational Planning Questionnaire. This questionnaire was developed by the Principal Investigator for another project, and was used for this project with minor modifications. The questionnaire is composed of 18 items, some of which are open ended, which others are of forced-choice type. The questionnaire is not a test or inventory of vocational development, but it is a useful device for assessing certain aspects of the vocational development of students in the Indian context. The questionnaire was constructed primarily for use at higher secondary level. It can however be used with reasonable confidence for educational and vocational guidance and counselling of youth in and outside the school.

(i) Expectation of Entering the Preferred Occupation: This is a dichotomous variable. The question has a reality orientation: As you know, people do not always have ability, money, and freedom to enter the occupations they like the most. Do you think you will be able to enter the occupation you like the most ?" Yes/No. 'Yes' response has been coded 2 and 'No' response has been coded 1.

If the answer to the above question is positive, the preferred occupation is also treated as the expected occupation. But if the answer is negative, the next question asks him to state the occupation he actually expects to enter. Except for the question which elicits reasons for the preferred occupation, all later questions pertain to the expected occupation.

(ii) Information about Nature of Work in Expected Occupation:

This information was obtained through an open-ended question of the Vocational Planning Questionnaire. Ss were asked to describe the type of work people do in the occupation which they actually expect to enter.

This variable is scored on a 4-point scale, according to the degree of correctness of information about the occupation :

- Good information - 3
- Fair information - 2
- Wrong information - 1
- Lack of information- 0

The obtained range of scores on the variable was from 0 to 3.

(iii) Information About Entry Qualification in Expected

Occupation: S was asked to state the educational qualifications required for entering the expected occupation. Scoring is done on a 4-point scale, as in the case of information about nature of work. The obtained range of scores on this variable was also 0 to 3.

(iv) Information as to whether Special Training is Required for Expected Occupation: S was asked to state whether a special type of training is required for entering the expected occupation. The response was evaluated in terms of the dichotomy: Has correct information/Lacks correct information. A score/was assigned 0 for correct information and 1 for lack of correct information.

(v) Information about Type of Special Training in Expected Occupation : S was required to answer this question only if he says 'Yes' to the earlier question regarding special training. The scoring is done in the same way as in the case of nature of work. The range of scores obtained was from 0 to 3.

(vi) Information about Duration of Special Training in Expected Occupation : S was asked to state the duration of special training required for entering the expected occupation. The scoring method is the same as adopted in the case of nature of work. The obtained range of scores was from 0 to 3.

(vii) Information about Name and Location of Institute Imparting Special Training in Expected Occupation: S was asked to state the name and location of a training institute where the special training is available. The method of scoring is the same as in the case of the information about nature of work. The obtained range of scores was from 0 to 3.

(viii) Extent of Information about Expected Occupation: This index was developed with the help of various items from the Vocational Planning Questionnaire. These items pertain to information about the nature of work in the

expected occupation, entry qualification, type of special training required, duration of special training, and the name and location of the institute imparting special training. The scores on all these variables were summated and averaged by dividing the number of items i.e. 5 to arrive at this index. For the convenience of interpretation and analysis the decimal point of average score was omitted and treated as continuous score. e.g., a score of 2.6 was treated as 26. The range of scores obtained on this variable was from 0 to 30.

ix),x) Expected Occupation: Field and Level: The Vocational Planning Questionnaire first asks S to state his occupational preference (Name the ONE occupation you would LIKE MOST to enter, if you had the ability, money and full freedom of choice); and then asks him whether or not he expects to enter the preferred occupation. If the answer is negative, the S is asked to state the occupation he actually expects to enter. Only 30 Ss gave a negative response, and stated a different occupation as the one they expected to enter. All other Ss responded that they expect to enter their preferred occupation; in all such cases the preferred occupation is also the expected occupation; all later questions pertain to the expected occupation only. The expected occupations have been classified according to Roe's two-way classification of occupations, in which the occupations are classified in

8 fields and 6 levels, as shown below.

Fields :

1. Service
2. Business contact
3. Organizational
4. Technology
5. Outdoor
6. Science
7. General and Cultural
8. Arts and Entertainment.

Code Nos 1 to 8 were assigned to the fields following the serial order given above. The data revealed that very few expected occupations fell in the 5th (Outdoor) and 8th (Arts and entertainment) fields. These two fields were excluded from the analysis for want of enough frequencies.

Level

1. Professional and Managerial - higher
2. Professional and Managerial - regular
3. Professional and Managerial - lower
4. Skilled
5. Semi-skilled
6. Unskilled

Code No.s 1 to 6 were assigned to different levels, following the serial order described above. It was however observed that expected occupations belonged to levels I, II and III only which are higher in the hierarchy. Levels IV, V and VI have therefore been excluded from statistical analysis.

xi) Occupational Role Model : This is a dichotomous variable. Ss are asked to indicate by putting a tick mark (☐) against 'Yes' or 'No' to show whether they personally know anyone who is working in the occupation they expect to enter. 'Yes' response was coded 2 and 'No' was coded 1.

xii) Family Influence on Vocational Planning-Greatest Influence : Ss are asked to indicate by putting a tick mark (☐) against one of the family members listed below the question: "Who has had the greatest influence on your thinking regarding your future occupation ?" Code No.. 1 to 10 are assigned to different family members, in the order mentioned below:

Father - 01

Mother - 02

Brother- 03

Sister - 04

Paternal grand-father - 05

Maternal grand-mother - 06

Paternal uncle - 07

Maternal uncle - 08

Paternal Aunt - 09

Maternal Aunt - 10

Since there were hardly any responses in categories 5 to 10, these categories have been excluded from the analysis. Further responses in the categories 3 and 4 are very few.

Categories 3 and 4 had to be collapsed into a new category named 'siblings' because of very few response.

(xiii) Family Influence on Vocational Planning - Second Greatest Influence : Ss are asked to indicate by putting a circle on the family member mentioned in the list (given above) who has had the second greatest influence on their thinking regarding their future occupation. Coding has been done as for variable xii

(xiv) Perception of Father's Thinking about Expected Occupation: Ss are required to express their perception regarding their father's thinking about their expected occupation, by ticking one of the following multiple response categories :

- He himself advised me to enter this occupation
- I myself thought of this occupation but he approves of it.
- He does not approve of it and wants me to enter a different occupation, namely,

(write the name of the occupation on this line)

- He neither approves nor disapproves
- I have not discussed the matter with him.

Code No.s 5 to 1 are assigned according to the order in which the response categories are listed above.

(xv) Perception of Mother's Thinking about Expected Occupation : Information about Ss' perception of their mother's thinking about the expected occupation was collected through a similar multiple choice type question. Coding follows the same pattern.

Q.No. 18 was not analysed because it was found that several students had not understood it properly and had not answered it appropriately.

(xvi) Educational Aspiration: Ss' level of educational aspiration was assessed in terms of the number of years of education through Q.No.8 in the Student Information Blank. The Ss were required to indicate one of the five response categories in response to the question "After this year, how many more years do you hope to study ?" The response categories are given below.

- a) 0 year
- b) 2 years or less than 2 years
- c) More than 2 years but upto 5 years
- d) More than 5 years but upto 8 years
- e) More than 8 years

A code of 1 for (a), 2 for (b), 3 for (c), 4 for (d), and 5 for (e) response categories was assigned.

As no S wanted to discontinue his education immediately (category 1), this category has not been included in the analysis.

This variable is an ordinal one but has been treated as a discrete variable for analysis purposes.

(xvii) Job Values : Rokeach (1973) defines value as an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. Allport (1961), a well known psychologist, has defined value as a belief upon which a man acts by preference. Job values thus stand for the values which an individual evolves about his vocational life. These values represent the preferred or desired aspects of a job. In the present study data on job values were collected through Center's Job Values Card. Centre (1949) has used a list of ten values in his Job Values Card.

However one /more value, mentioned below at S.No.11, has been added to this list for the present study. These values are: a) Leadership, b) Interest, c) Prestige, d) Power, e) Security, f) Self expression, g) Salary, h) Fame, i) Social service, j) Independence, k) Not required to work hard.

Ss were required to indicate their own first, second, and third choices of these job values. Each S was also asked to indicate what, according to him, were his father's and mother's first, second and third choices. The purpose was to know (a) the job values of the students, (b) their perception of their parents' job values, (c) the existence of discrepancy between the corresponding job values of S and the perceived job values of the father, and (d) the existence of discrepancy between the job values of S and the perceived job values of the mother.

To analyse the job values frequency distribution of all the eleven job values was prepared separately for each of the first three values indicated by the students as their own values, and the same for the perceived values of their fathers and mothers. For each value the average rating was computed by multiplying the value of the rating (i.e. 3,2,1) assigned by all the members of the group with their corresponding frequencies, and their sum was then divided by the total frequencies of that job value. Next, all the eleven job values were arranged in the descending order for the student's own choices, and for the perceived choices of fathers and mothers. The highest average score has been ranked as one, and the lowest ranked as eleven. Only the first three (the most preferred) and the last three (the least preferred) values have been reported.

In order to ascertain the discrepancy score between S's job values and father's or mother's perceived job values, each of the three choices of the S was compared with the three perceived job values of the father, and of the mother, separately. The discrepancy score for each of the S's three values was the number of steps by which that value differed from the perceived parental ranking of the same value. Thus if a value ranked by the S as first was perceived as being ranked by the parent also as first the discrepancy score was 1. If the perceived parental ranking was third, the discrepancy score was 2. If that value was not perceived as being ranked by the parent at all, the discrepancy score was 3.

Direction of the discrepancy was not taken into consideration.

Illustrations

<u>Rank of Choice</u>	<u>S's Choice</u>	<u>Father's Choice</u>
First	a	d
Second	d	e
Third	k	a

The discrepancy scores will be 2,1,0

In another example

<u>Rank of Choice</u>	<u>S's Choice</u>	<u>Mother's Choice</u>
First	d	d
Second	h	i
Third	i	f

The discrepancy scores will be 0,3,1

CHAPTER 5

ETHNIC MACRO-LEVEL COMPARISONS:

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TRIBAL VS. NON-TRIBAL

TRIBAL VS. NON-TRIBAL

ETHNIC MACRO-LEVEL COMPARISONS:

CHAPTER 5

ETHNIC MACRO-LEVEL COMPARISONS : TRIBAL Vs. NON-TRIBAL

The main study of Ethnic Differences at the macrolevel consists of comparisons between tribal and non-tribal students. Supplementary comparisons between tribal and non-tribal boys, and tribal and non-tribal girls, have been done to throw additional light on the findings of the main comparisons. Age and SES have been controlled in all the comparisons. The sample size of the pooled group consists of 257 tribals and 81 non-tribals. Of these, 147 are tribal boys, 47 non-tribal boys, 110 tribal girls, and 35 non-tribal girls. Due to a number of "no information" responses/cases the sample size varies from variable to variable.

As mentioned earlier, preliminary analysis revealed that more tribal students belong to the higher age group than the non-tribals (tribals, 32%, non-tribals, 2.7%), whereas it is reverse in the case of lower age category (tribals, 27%; non-tribals, 52%). The number of tribals and non-tribals is almost the same in the middle age category (tribals, 40.5%; non-tribals, 45%). The same trend is evident in the case of sex segregated samples. As regards SES it is observed that a large number of tribal students belong to the lower category (59%) as compared to the non-tribal group (10%). A large number of non-tribal students (39.4%) belong to higher SES than the tribal students (41%). The same trend is obvious in the case of boys and girls considered separately.

The results of the statistical analysis for the three groups mentioned above are given in tables 1.1.1 to 1.1.4, 1.2.1 to 1.2.4 and 1.3.1 to 1.3.4, in Appendix A.

Tables 1.1.1 to 1.1.4 give results of analysis pertaining to the combined groups of boys and girls. Tables from 1.2.1 to 1.2.4 present results pertaining to boys, and tables from 1.3.1 to 1.3.4 give results pertaining to girls.

Subset I : Home Background Variables

Parents' Involvement in Child's Education (PICE)

The pooled groups of tribal and non-tribal students, as well as boys belonging to these groups, do not differ on the variable Parents' Involvement in Child's Education, when the means adjusted simultaneously for age and SES are compared. However the tribal and non-tribal girls differ on the variable at 5% level of significance; the adjusted mean of tribal girls is higher than the adjusted mean of non-tribal girls. This shows that the tribal parents do not differ from the non-tribal parents as regards the degree of involvement in the educational development of their children, except in the case of girls where the tribal parents are more involved than the non-tribal parents. One possible reason for this may be the matrilinear nature of the Khasi society. It is also observed that age and SES of the students jointly affect the parents' involvement in child's education marginally, as the score increases or decreases after partialling out the effect of these covariates.

Facilities in Home for Studies

The pooled as well as the sex segregated samples belonging to both the ethnic groups do not differ with respect to the facilities for studies at home. This is surprising in view of the findings (reported earlier) that the tribals are lower on SES than the non-tribals.

Helping the Parents

Tribal and non-tribal pooled groups differ at 1% level of significance on the variable Helping the Parents, both before and after partialling out the effect of age. This indicates that age does not affect the pooled group of students as far as helping the parents is concerned, but that there is ethnic difference on this variable. Inspection of the data shows that a higher proportion of the tribals (54.5%) than the non-tribals (26.5%) spend three hours or more per day in helping their parents. The pooled tribal and non-tribal groups also differ at 1% level of significance on the variable before partialling out the effect of SES but do not differ after the partialling. This indicates that SES of students rather than ethnicity affects both the ethnic groups (pooled) on the variable Helping the Parents. Inspection shows that, among tribal students, a large proportion of both SES levels devote more than three hours in helping their parents. But at the higher SES level this proportion is 48%, at the lower SES level it is 61%. Among the lower SES non-tribal students 75% spend this much time, whereas among the higher SES only a small proportion spend this much time, and non-tribal students of higher SES 46% spend two or less than two hours. We thus conclude that SES is inversely related to the amount of time spend in helping parents, in both tribals and non-tribals.

When the data for boys were analysed separately, it was found that the tribal boys differ from non-tribal boys on this variable at 1% level before partialling out the effect of age, with more tribal boys (53.91%) rendering

help to their parents for three hours or more than the non-tribal boys (25%). They continue to differ at 5% level after partialling out the effect of age. The boys also differ at the 1% level on the amount of time spent in helping their parents, before as well as after partialling out SES. These findings indicate that the difference between the tribal and non-tribal boys on Helping the Parents is associated with ethnicity and not with age or SES.

In the case of girls also, before partialling out the covariates the trend is almost the same as is found in the pooled and boys' groups. PCC, however, could not be worked out due to very few frequencies in cells.

Father's Occupation: Field

The pooled tribals differ from the non-tribals at 1% level of significance, before as well as after partialling out the effect of age, on the variable Father's Occupation: Field. This indicates that the field of father's occupation is associated with ethnicity and not with age. The tribal fathers' occupational fields are: outdoor, (34%), organization (23%), and business contact (16%). The non-tribal fathers' occupational fields are: business contact (35%), organization (23%), service (17%), and technology (13%).

The ethnic groups (pooled) also differ at 1% level of significance before partialling out the effect of SES, but they do not differ after the partialling. This indicates that the field of father's occupation is associated with SES. Due to fewer or no frequencies in the lower SES category among non-tribals, details of analysis are not given.

In the case of both boys and girls, the tribals differ from the non-tribals at 1% level before partialling out the effect of age. (PCC could not be worked out due to low values of expected frequencies). The boys' groups also differ at 1% level before as well as after partialling out the effect of SES, which indicates that SES does not have a bearing on the field of father's occupation. This may be because there are various levels within each occupational field.

The tribal and non-tribal girls differ significantly at 5% level before partialling out the effect of SES. (PCC could not be worked out in this case) We shall not discuss the effect of SES on this variable as there are very few students in the lower SES non-tribal category.

Subset II: Psychological Characteristics Problems

The tribal and non-tribals differ significantly either at 5% or at 1% level on 3 of the 10 problem areas after simultaneous adjustment for age and SES. These areas are: (1) finance and living conditions, (2) home, family and sex, and (3) vocational and educational future, with tribals reporting more problems than non-tribals in all the mean number of problems of the non-tribals increases, whereas the mean number of problems of the tribals decrease, in all these three areas when the effect of age and SES is controlled. This may be due to the higher age and lower SES of tribal students.

It is also observed that the tribal and non-tribal boys differ either at 5% or 1% level of significance on the adjusted means for problems areas pertaining to Health and Physical Development, Finance & Living Conditions, Home, Family and Sex, and Adjustment to School. The trend in these areas is similar to that in the three areas referred to above, viz., the tribal boys have more problems than the non-tribal boys. This may be due to the fact that the tribals are economically backward and their boys have to undertake strenuous jobs in the forests and fields, particularly in rural areas, and therefore they may be facing more problems with regard to health and physical development and adjustment to school.

The results show that tribal and non-tribal girls are not different with respect to their problems when age and SES are controlled. A possible reason may be that the tribal girls belong to higher SES, similar to that of the non-tribal girls.

General Mental Ability

Tribal and non-tribal students differ at 1% level on the means for general mental ability after adjustment for age and SES. General mental ability is thus seen to be associated with ethnicity. Age and SES effects are however observable. The analysis shows that the mean general mental ability score of non-tribals is much higher (37.1) than the mean general mental ability score of tribals (27.0). It has been further observed that the mean general mental ability for tribals increases when age and SES are controlled, whereas the mean for non-tribals

decreases. Although the RPM test is known to be culture free. This may be attributable to the lower SES of tribals having an adverse effect on their mental development, and the higher SES of non-tribals facilitating their acquisition of skills and experiences which help them perform better on this test of general mental ability. The effect of age can be attributed to the fact that, in any class group, the older pupils are generally less bright than the younger ones; and our tribal Ss, it may be recalled, are older than their non-tribal classmates.

The same trend has been noticed in the case of tribal and non-tribal boys. However, no analysis could be undertaken for tribal and non-tribal girls on this variable, as the number of girls in the non-tribal group is very small.

Interests

The pooled ethnic groups differ at 5% level of significance on the adjusted means of only one of the 10 areas of interests, viz., Clerical, with the tribal students having a higher mean (22.09) than the non-tribals (19.63). In sex segregated groups, however, the tribals at 5% level on Outdoor interests, but not on Clerical. Here one may note that the tribal group consists of 77 boys and 34 girls, whereas the non-tribal group consists of 40 boys and one girl. This suggests that the greater interest in the clerical area expressed by the pooled tribals actually reflects the greater interest of girls in this areas i.e. it is sex difference rather than an ethnic difference. Further, the non-tribal boys have higher Outdoor interest than the tribal boys. Ethnicity effect on Outdoor interest is thus obvious. Ethnicity effects do not appear in the

other five areas of interest. Both the groups rank these areas as (1) Scientific, (2) Social, (3) Mechanical (4) Aesthetic, (5) Business.

We conclude that ethnicity effect on interests is quite weak, and that what little appears, at first glance, to be ethnic effect, is actually moderated considerably by sex, age and SES. On the whole the tribals are very similar in their interests to the non-tribals, which is rather surprising considering that the tribals are higher on age and lower on SES and mental ability than the non-tribals.

Time Perspectives

The tribals and non-tribals as well as the boys do not differ, after partialling out age and SES simultaneously, on any of the four variables related to time perspectives, viz., (1) Future Pleasant Events, (2) Median of Future Time Perspective, (3) Past Pleasant Events, (4) Median of Past Time Perspective. The mean future time perspective for the tribals was 65 months, that for the non-tribals was 63.2 months. The mean past time perspective was 40.7 months for the tribals, 35.6 months for the non-tribals. The mean past time perspective for tribal boys was 44.86 months and for non-tribal boys 36.06 months. The mean future time perspective for tribal boys was 61.8 month and 66.7 months for non-tribal boys. Analysis for tribal and non-tribal girls could not be done for want of frequencies. All the groups mention a pleasant feeling tone for more of their future as well as past events, than an unpleasant tone. Perhaps this indicates that all the groups are well adjusted and optimistic in their outlook for their future.

Subset III : Schooling

Subset III, Schooling, consists of the variables related to academic achievement and various other related aspects, such as liking school, perception of school climate, friends' help in homework, hours of homework, fixed time for homework, and achievement in school subjects.

Liking School

The analysis shows that the two groups differ at 1% level of significance on Liking School, with tribal students showing higher score. It has been observed that age and SES affect the liking for school, as the score on the variable decreases or increases after partialling out the effect of these covariates in the cases of tribal and non tribal students respectively. This shows that the tribals belonging to the lower SES and higher age like the school whereas the non-tribals having higher SES and lower age show a dislike for the school. From this one can perhaps infer that if better schools are available to the non-tribal students they may have a more positive attitude towards schooling. It may be mentioned here that almost all the schools in Meghalaya are Government aided. It has been further observed that the simultaneous adjustment for age and SES affects the liking for school in the case of boys of both the groups but does not affect it in the case of girls, as the scores on the variable remain the same both before and after partialling out the effect of these covariates.

Perception of School Climate

Tribal students do not differ from non-tribal students on the variable Perception of School Climate. However inspection of the data shows a fall of score in the case of tribals and rise of score in the case of non-tribals after partialling the effect of the co-variables simultaneously. This shows that age and SES of students affect the perception of school climate in both the groups of students. We infer that it is the lower SES of the tribals which makes them perceive the school climate positively, whereas the non-tribals who are of higher SES than the tribals perceive the school climate negatively. Separate analyses for male and female students also show similar results.

Academic Achievement in School Subjects

The tribals and non-tribals differ at 5% level of significance on aggregate marks, the non-tribals having higher mean score (52.21) than the tribals (48.40). Among boys however ethnic differences are not evident on the aggregate marks. The tribal and non-tribal girls differ at 1% level of significance, the non-tribal girls having higher mean achievement (55.72) than the tribal girls (46.37). It has been observed that the non-tribal generally also get higher marks than the tribals in individual subjects. Increase and fall of score for tribal and non-tribals respectively suggest that the tribals belonging to the lower SES show poor academic achievement whereas the non-tribals of higher SES reveal higher academic achievement. While discussing analysis of the variable "Facilities in Home for Studies", it was observed that in spite of similar facilities at home for studies, tribals are lower on academic achievement

than the non-tribals, perhaps because they spend more time on helping their parents in home tasks and less time on doing homework. It may perhaps also be attributed to their lower level of intelligence as is now well known that it has substantial correlation with academic achievement .

The tribals and non-tribals differ at 5% level in achievement in science subjects, with the non-tribals getting higher marks than the tribals. It may be recalled that both the groups have reported the highest interest in the "Scientific" area. Tribal and non-tribal girls also differ at 1% in two other subjects, viz., Domestic Science and Geography. Domestic science is being studied only by girls. Non-tribal girls have higher marks in domestic science (Mean=55.55) than the tribal girls (Mean=47.34). The reason for higher marks on this subject by non-tribals may be due to better facilities available to them at home, such as for cooking due to their higher SES. Non-tribal girls (Mean=55.32) have done better in geography also than the tribal girls (Mean=48.48). It has been observed that tribal and non-tribal boys do not differ significantly on geography.

Since the sample does not include any non-tribal boys who have offered Khasi, Mizo or Garo, comparison was not possible between tribal and non-tribal boys on these languages. Almost all non-tribal girls have offered Khasi but their achievement does not differ from the tribal girls' achievement on this language. A small number of tribals and non-tribals have offered Hindi and have shown no significant difference in their achievement.

Friends' Help in Homework

The tribals differ from the non-tribals on the variable 'Friends' Help in Homework' at 1% level of significance before partialling out the effect of age, and at 5% level after the partialling. The proportion of tribals seeking help from friends is higher (58%) than that of non-tribals (50%). Ethnicity is thus seen to be associated with the taking of help from friends, in the pooled groups. Age is observed to exert a marginal effect. The tribal boys differ at 5% level before partialling out the effect of age, but do not differ after the partialling. This suggests that among the boys the help seeking is associated with age rather than with ethnicity. The analysis has not been done in the case of girls who were in a very negligible number.

The pooled ethnic groups also differ on 5% level on friends' help in homework before as well as after partialling out the effect of SES. This further confirms the effect of ethnicity on this variable.

However, one can observe that the students from higher SES background seek help more regularly from friends in comparison to students from lower SES background. The situation is reverse in the case of category 3 i.e. students of lower SES receive help from peers mostly in larger proportion in comparison to students of higher SES. One possible explanation is that the students of lower SES are shy and feel hesitant to interact with their peers. Another possible explanation is that financial stringency and the need to help parents comes in the way of seeking help from friends' in doing homework.

Tribal and non-tribal boys differ significantly at 5% level after partialling out the effect of SES although they do not differ before the partialling. This indicates that SES has bearing on the tribal and non-tribal boys as far as getting help from peers in homework is concerned. The trend in both the groups of boys is almost the same as in the case of the pooled groups of tribals and non-tribals. Tribal and non-tribal girls were not found to differ on this variable.

Hours of Homework

Tribals and non-tribals differ on the variable Hours of Homework at 1% level of significance before as well as after partialling out the effect of age, and at 5% level before and after partialling out SES, separately. This indicates that ethnicity is associated with this variable. **Inspection** of the data reveals that the tribal students devote per week either two hours or less than two hours (14.5%), or five to ten hours (24.5%), in larger proportions as compared to the non-tribals (5% and 6.5% respectively). The non-tribals devote 10 to 20 hours per week in larger proportion (43%) than the tribals (23%). Age and SES effects do not emerge. One may recall that tribals devote more time in helping their parents than the non-tribals. Hence they probably have less time left for studying at home than the non-tribals. This may also be one of the **possible** reasons for their lower academic achievement in school.

When sex-segregated groups are compared we find that tribal and non-tribal and non-tribal boys differ on the variable Hours of Homework at 5% level of significance before, partialling out the effect of age, and at 1% before

partialling out SES. However they do not differ after the partialling. We can therefore infer that age and SES rather than ethnicity affect the number of hours that both tribal and non-tribal boys spend on homework. Tribal boys in largest proportion (37.5%) in the age group below 174 months devote more than 20 hours per week to homework. Tribal boys (27%) belonging to the age group 175-199 months devote 5 to 10 hours to homework, whereas 2% tribal boys above 200 months devote 2 hours or less and 25% of the same age group devote 10 to 20 hours. Non-tribal boys in the age group 174 months and below (50%) and in the age group 175-199 months (43%) devote 10 to 20 hours per week. We thus observe that, in both the ethnic groups, the younger boys devote more time to homework.

As far as the effect of SES among boys is concerned, marginal differences in the higher and lower SES groups are evident. Inspection shows that more tribal boys in the lower SES group (20%) than in the higher SES (13%) devote only 2 to 5 hours per week on studies; whereas 19% boys in the lower SES and 24% boys in the higher SES devote more than 20 hours. Among the non-tribal boys however it is clear that a larger number proportion of those belonging to the higher SES (47%) devotes 10 to 20 hours than those belonging to the lower SES (25%). Non-tribal boys belonging to the lower SES fall more in the extreme categories as compared to those in the higher SES, i.e., 37% lower SES and 13% higher SES non-tribal boys study for only 2 to 5 hours; and 37.5% lower SES boys and 24% higher SES boys devote more than 20 hours per week to their homework. SES is thus seen to have a positive relationship with hours devoted to homework among boys.

Tribal and non-tribal girls differ significantly at 5% level on the variable Hours of Homework before partialling out the effect of age SES. (Since none of the non-tribal girls belong to the higher age/SES, the statistic PCC could not be worked out). Inspection shows that 40% tribal girls and 60% non-tribal girls devote as much as 10 hours or more to homework. This suggests that there is an association between ethnicity and hours devoted to homework among girls, the non-tribal girls devoting more time than the tribal girls.

Fixed Time for Homework

None of the three comparison groups differs on the variable Fixed Time for Homework before or after partialling out the effect of age and SES. Hence neither ethnicity nor age and SES of boys, girls and pooled groups of students significantly affect their having or not having a fixed time for homework. It is observed that the majority of the students in all the comparison groups do have a fixed time for homework.

Subset IV: Vocational Planning

Information About Expected Occupation

Pooled groups as well as sex segregated ethnic groups do not differ on any of the five variables pertaining to Information About Expected Occupation, viz., Nature of Work, Entry Qualification, Type of Special Training, Duration of Special Training, and Name and Location of Special Training Institute. The groups also do not differ on the variable Extent of Information About Expected Occupation. Inspection shows that the students in both the ethnic groups are fairly well informed about the occupation

they expect to enter. A close inspection of the tables reveals that the students have maximum information about the nature of work and entry qualification of the expected occupation, followed by name and location of special training institute, duration of special training, and type of special training.

Pooled as well as sex segregated ethnic groups also do not differ significantly on the variables Expectation of Entering the Preferred Occupation, Field and Level of Expected Occupation, and Information about Special Training Required for Expected Occupation. Most of the tribals as well as non-tribals report that they expect to enter their preferred occupation.

Only 26% tribals and 5% non-tribals do not think they will be able to enter the preferred occupation. This may be an indication of unrealistic vocational planning. Both the ethnic groups have ranked science, general and organisational, and cultural fields as the first, second and third expected occupations. Both the ethnic groups express the least preference for business contact occupations. We may recall that both the groups have expressed the highest interest in scientific field and the least interest in business. This indicates that both the groups expect to enter scientific occupations. Moreover, most of the students expect to take up an occupation at one of the first three levels i.e. they aspire for professional and managerial occupations, only and do not expect to take up low level occupations. These constructions of field and level indicate unrealistic vocational planning or lack of any planning at all.

Occupational Role Model

Tribal and non-tribal students, and male students of the ethnic groups do not differ significantly on the variable Occupational Role Model. But the female students of the two ethnic groups differ at 5% level on the variable before partialling out the effect of age and SES separately. The non-tribal girls in larger proportion (82%) are acquainted with persons who are working or have worked in the expected occupation than do the tribal girls (64%). As the non-tribal girls do not exist in the lower SES and higher age groups, analysis after the partialling has not been possible.

Family Influence on Students' Vocational Planning

The tribal and non-tribal pooled groups do not differ on the variable Family's Greatest Influence on Vocational Planning before partialling out the effect of age, but differ at 5% level after the partialling. This indicates that age, and not ethnicity, is associated with the Family's Greatest Influence on Students' Vocational Planning. Inspection of the data shows that the majority of tribal as well as non-tribal students have been influenced by the thinking of their fathers. Next to fathers tribal students have been influenced by their mothers but in the case of non-tribals, the students below the age group 174 months have been influenced in larger proportion (22%) by their sublings (brothers and sisters). The tribals report the least influence from their sublings.

Almost the same trend is evident in the case of boys.

Though the girls also do not differ significantly on this variable before partialling out inspection of data shows that in both the ethnic groups the girls in high

proportion have been influenced by their mother. It is also observed that the tribal girls report the least influence from their sublings in planning their vocations. The PCC for age could not be computed for tribal and non-tribal girls as there were very few frequencies in each cell. We conclude that irrespective of ethnicity male students are influenced in their vocational planning by their fathers and female students by their mothers.

The pooled and boys groups of students are not found to be significantly different with respect of Family's Influence on Vocational Planning both before and after partialling of SES (PCC by controlling SES of tribal and non-tribal girls could not be worked out because there was no frequency in the case of lower SES non-tribal girls).

As regards the variable Second Greatest Influence of Family on Vocational Planning, both pooled and boys groups do not differ before as well as after the partialling of age and SES separately. This shows that neither ethnicity, nor age nor SES is associated with this variable.

However, the tribal and non-tribal girls differ at 5% level of significance before partialling out the effect of age SES on the variable.

Perception of Parents' Thinking about Expected Occupation

The pooled, male, and female groups of tribal and non-tribal students do not differ in the perception of their father's thinking about their (students') expected occupation, either before or after partialling out the effect of age and SES separately. This indicates that neither ethnicity nor age and SES are associated with this variable. It is

observed that most of the students in all the groups have indicated that father's approval has an important place in their vocational planning.

As far as the mother's thinking about the student's expected occupation is concerned, it has been found that the pooled groups differ significantly at 5% level before partialling out the effect of age/SES. The PCC could not be worked out in the case of age but in the case of SES, the groups do not differ after the partialling. This shows that SES and not the ethnicity is associated with the variable. Inspection of the data reveals that a greater proportion of tribal students in the lower SES (41%) perceive their mothers playing the most important role in their vocational choice as compared to higher SES students (32%). The non-tribal students of lower SES in greater proportion (75%) perceive their mothers approving their expected occupation as compared to the higher SES non-tribals (59%). (The value of PCC could not be worked out as many cells of frequency table are empty in both the comparison groups). As was found in the case of father most of the students perceive their mothers too as approving their expected occupation. From this one can infer that the parents of both the ethnic groups exert influence on the vocational choice on children, and that this interaction is free of conflict at least as the students perceive it. It has also been observed that tribal students depend more on the advice of their mothers than do non-tribal students. This may be due

to the fact that tribals in Meghalaya are mostly matriarchical society where women play a more important role almost in all walks of life.

Educational Aspiration

Tribal and non-tribal students differ at 1% level with respect to their Educational Aspiration before partialling out the effect of age, but they do not differ significantly after the partialling. This indicates that age, and not ethnicity affects the students' vocational aspirations. It has been observed that the largest proportion of both tribals (74%) and non-tribals (86%) aspire to study for more than five years after class IX, From the analysis of data one can observe that a large number of non-tribals in the age group below 199 months aspire to study for more years than the tribals. (The results obtained in the age group 200 to 350 months are not being discussed because of very few observations in this category). It is possible that non-tribals aspire to study for more years because of their generally higher SES, intelligence and academic achievement. We may also recall that the tribal students devote more than 2 to 3 hours to help their parents, whereas the non-tribals devote less time to help their parents and, therefore, get more time to study - this factor may also contribute

to their higher Educational Aspiration. However, among the youngest students i.e. those in the age group below 174 months, the tribals plan to study for a further 5 to 8 years in larger proportion (44.2%) than non-tribals (35%). The non-tribal students plan to study between 5 to 8 years in larger proportion (44%) than tribals (31.5%) in the age group 175 to 199 months. This shows relatively higher educational aspiration of non-tribal students and lower educational aspiration of tribal students in this age group.

SES also affects the Educational Aspirations of both the groups. It has been found that 33% of tribal students belonging to higher SES and 31% belonging to lower SES aspire to study for 5 to 8 years from now. More tribal students of lower SES (10%) aspire to study for only two years or less as compared to a negligible number of students belonging to the higher SES. 40% of the higher SES non-tribals as compared to 25% of lower SES non-tribals, aspire to study between 5 to 8 years, whereas more (25%) lower SES non-tribal students want to terminate their studies after two to five years than the higher SES students (12%).

The tribal and non-tribal boys differ on the variable at 1% and 5% level of significance respectively before and after partialling out the effect of age as also before and after partialling out SES. Unlike what we found in the pooled sample we now find that among the boys' samples, there are, indeed ethnic differences on this variable. Inspection of the data reveals that 43% non-tribal boys and 32% tribal boys

aspire to study for 5 to 8 years, whereas only 5% non-tribal boys and 21% tribal boys aspire to study for 2 to 5 years more. This indicates that the non-tribal boys have higher educational aspirations than the tribals. As far as the effect of SES is concerned it is found that the higher SES boys show almost the same level of educational aspiration as the lower SES boys. Among the non-tribals however 47% of higher SES boys as compared to 25% of lower SES aspire to study for 5-8 years. On the contrary, 34% non-tribal boys belonging to higher SES and 50% of lower SES want to study for more than 8 years. This shows that lower SES non-tribal boys have higher educational aspiration.

The tribal and non-tribal girls differ at 5% level of significance on Educational Aspiration before partialling out the effect of age. The value of PCC could not be determined as a number of cells for the non-tribal girls were empty. However one can observe that only 12% tribal girls and none of the non-tribal girls plan to terminate their studies after a period of less than 2 years. Further, 35% of the tribal girls and 62% of the non-tribal girls plan to study for more than 8 years. This indicates that non-tribal girls have higher educational aspirations than the tribal girls. Analysis could not be done with the effect of SES controlled as the non-tribal girls do not exist in the lower SES category.

Job Values

The first three (the most preferred); and the last three (the least preferred) job values of the tribal and non-tribal pooled and sex segregated groups have been analysed. The ranking of these job values is reported in the tables below.

JOB VALUES OF TRIBAL STUDENTS

	(1)	(2)	(3)
Most Preferred	Leadership	Social Service	Interest
Least Preferred	Security	Independence	Not required to work hard

JOB VALUES OF FATHERS PERCEIVED BY TRIBAL STUDENTS

	(1)	(2)	(3)
Most Preferred	Leadership	Interest	Social Service
Least Preferred	Security	Independence	Not required to work hard

JOB VALUES OF MOTHERS PERCEIVED BY TRIBAL STUDENTS

	(1)	(2)	(3)
Most preferred	Social Service	Interest	Security
Least Preferred	Not required to work hard	Independence	Power

JOB VALUES OF NON-TRIBAL STUDENTS

	(1)	(2)	(3)
Most Preferred	Interest	Leadership	Self expression/ social service
Least Preferred	Security	Independence	Not required to work hard

JOB VALUES OF FATHERS PERCEIVED BY NON-TRIBAL STUDENTS

	(1)	(2)	(3)
Most Preferred	Leadership	Interest	Prestige
Least Preferred	Self Expression	Independence	Not required to work hard

JOB VALUES OF MOTHERS PERCEIVED BY NON-TRIBAL STUDENTS

	(1)	(2)	(3)
Most Preferred	Social Service	Leadership	Security
Least Preferred	Prestige	Independence	Not required to work hard

JOB VALUES OF TRIBAL BOYS

	(1)	(2)	(3)
Most Preferred	Leadership	Social Service	Interest
Least Preferred	Security	Independence	Not required to work hard

JOB VALUES OF FATHERS PERCEIVED BY TRIBAL BOYS

	(1)	(2)	(3)
Most Preferred	Leadership	Interest	Prestige
Least Preferred	Power	Independence	Not required to work hard

JOB VALUES OF MOTHERS PERCEIVED BY TRIBAL BOYS

Most Preferred	Social Service	Interest	Security
Least Preferred	Leadership	Independence	Power

JOB VALUES OF NON-TRIBAL BOYS

	(1)	(2)	(3)
Most Preferred	Self Expression	Social Service	Interest
Least Preferred	Independence	Not required to work hard	Interest

JOB VALUES OF FATHERS PERCEIVED BY NON-TRIBAL BOYS

	(1)	(2)	(3)
Most Preferred	Interest	Salary	Prestige
Least Preferred	Leadership	Independence	Not required to work hard

JOB VALUES OF MOTHERS PERCEIVED BY NON-TRIBAL BOYS

	(1)	(2)	(3)
Most Preferred	Interest	Social Service	Security
Least Preferred	Leadership	Independence	Not required to work hard

JOB VALUES OF TRIBAL GIRLS

	(1)	(2)	(3)
Most Preferred	Leadership	Interest	Salary
Least Preferred	Not required to work hard	Fame	Prestige

JOB VALUES OF FATHERS PERCEIVED BY TRIBAL GIRLS

Most Preferred	Leadership	Interest	Self expression
Least Preferred	Independence	Not required to work hard	Fame

JOB VALUES OF MOTHERS PERCEIVED BY TRIBAL GIRLS

	(1)	(2)	(3)
Most Preferred	Prestige	Leadership	Security
Least Preferred	Salary	Not required to work hard	Independence

JOB VALUES OF NON-TRIBAL GIRLS

	(1)	(2)	(3)
Most Preferred	Interest	Leadership	Social Service
Least Preferred	Fame	Not required to work hard	Security

JOB VALUES OF FATHERS PERCEIVED BY NON-TRIBAL GIRLS

	(1)	(2)	(3)
Most Preferred	Leadership	Interest	Prestige
Least Preferred	Not required to work hard	Social Service	Independence

JOB VALUES OF MOTHERS PERCEIVED BY NON-TRIBAL GIRLS

	(1)	(2)	(3)
Most Preferred	Interest	Leadership	Independence
Least Preferred	Prestige	Self Expression	Not required to work hard

We conclude that the job values of tribal students' do not differ markedly from those of the non tribals. The pooled and boys' groups hold more or less the same job values, and they perceive their parents to hold the same job values as they themselves hold. The girls too have similar job values. It is however clear that the tribal girls are more independent of their parents in their job values whereas the non-tribal girls conform more to their fathers' perceived job values. This may be due to the tribal practice according to which girls and women play a more important and independent role in occupations. Non-tribal girls are not so independent in their job values.

Summary and Conclusions

The analyses on the two ethnic groups show that the tribal and non-tribal students are not very different on many home background and vocational planning characteristics. Clearcut differences however have been found between these groups on some of the psychological and school variables.

It has been found that both groups are similar with respect to their parents' involvement in their education, facilities available for studies at home, and field of their fathers' occupation irrespective of their age and sex. The similarity with respect to the home background of both the groups perhaps reveals that there is a general socio-cultural milieu which pervades all over the state and even non-tribals are affected by it. On one dimension of home-background however there is a marked ethnic difference: non-tribals, particularly those belonging to high SES, do not help their parents at home, whereas the tribal students of all economic classes render help to their parents at home.

The tribal and non-tribal students have been found to differ on many psychological characteristics. Low economic status of tribal students seems to be responsible for more problems in the areas of health and physical development, and adjustment to school. The tribals also differ from the non-tribals on general mental ability, with tribals showing lower ability than their non-tribal counterparts. This may be due to the fact that non-tribals' higher SES may be enabling them in acquiring various types of experiences and skills which help them perform better on the test of general mental ability.

The overwhelming effect of tribal girls' interest in the clerical field may be responsible for the difference between tribal and non-tribal students' interests. Nevertheless both the groups show preference for the same interest areas, viz., scientific, social, mechanical, aesthetic and business, in that order. SES and age do not seem to have any effect on interests. They seem to aspire for occupations in the same field and levels as non-tribals without giving any heed to the fact that they have lower SES, intelligence and academic achievement, which may handicap them in getting higher level jobs of their liking. Tribal boys and girls need guidance and counselling with respect to their vocational interests.

Tribal and non-tribal groups seem to be well adjusted and socialized, irrespective of age and SES.

The pooled groups as well as the girls, but not the boys, differ on academic achievement, with non-tribals showing better performance on total achievement score and on most individual subjects. Effect of SES is evident.

Lower SES of tribals influences their achievement adversely, whereas higher SES of non-tribals facilitates their achievement in school. But as we have seen, the groups differ on parents' involvement in their education or on facilities for studies at home. Hence, the lower achievement of the tribals seems to be due to their spending more time on helping parents and less time on doing their homework than do the non-tribals students'. The former do not even have a fixed time for study. Non tribals' better achievement at school may also be due to their higher general mental ability, since general intelligence has been found to have high correlation with academic achievement by various researchers, for example Adeval et al, 1961; Tuel & Wursten, 1965; Entwistle & Welsh, 1969; Sinha, 1970, Kakkar, 1970; Elisahovic, 1973; David & Morris, 1977 and Rath, Dash & Dash, 1979. It is encouraging to know that despite their lower academic achievement, the tribals' perception of school climate does not differ from that of non-tribals, and on the contrary the tribals like school more than do the non-tribals. The former also seek help from their friends in doing homework to a greater extent than the non-tribals. These findings taken together suggest that the tribal students may benefit if they have longer and regular hours for homework and receive competent tutorial help than just help from peers.

As far as vocational planning is concerned, the ethnic groups do not differ on any of the five variables pertaining to the expected occupation. Both the groups are well informed about the expected occupation. In fact, tribals are slightly better informed than the non-tribals, and SES and age have no bearing on some of the aspects of vocational planning, though on some aspects such as family's influence on vocational planning and educational aspiration, their effect is evident. The tribals are older than the

non-tribals and age is considered to be an important factor in vocational development. One assumption of the concept of career maturity is that, as one gets older, one is more able to discriminate effectively and realistically among available courses of action (Crites, 1974). We notice lack of realism in vocational planning among both the groups, as they equally expect to enter the preferred occupation which, in many cases, is fantasy based. This is further confirmed by results that both the groups want to enter the jobs at higher level and are least interested in taking up lower level occupations. This is corroborated by their high educational aspirations also, irrespective of any consideration for personal characteristics such as intelligence level, academic achievement and SES background, etc., which are important for entering any occupation.

The findings show that the vocational planning of both the groups is affected by the father and mother who exercise the greatest and second greatest influence, respectively, on their vocational planning. In the case of non-tribal students siblings' influence is next to father's. It is thus obvious that family members have a significant place in the vocational development of adolescents belonging to both the ethnic groups.

Non-tribals are more influenced by occupational role-models than the tribals. Among the non-tribals girls have more role model than boys. It has also been found that the non-tribal boys and girls show higher educational aspirations than their tribal counterparts.

As far as job values are concerned there is no remarkable difference between tribal and non-tribal groups. The pooled, and boys groups hold more or less the same job

values, and they perceive their parents to hold the same job values, as they themselves hold. The girls too are quite similar on values. Tribal girls, however, are more independent of their parents in their job values whereas non-tribal girls conform more to their fathers perceived job values. This may be because of the tribal practice according to which women play a more important role in occupations. Non-tribal girls are not so independent in their job values.

To sum up, it is clear from the study that although tribals are slightly lower than their non-tribal counterparts on certain school and psychological characteristics, by and large they are similar on home background variables and are either at par or even superior on some aspects of vocational development. This shows that lower SES is not always detrimental to all aspects of one's development. Some aspects of vocational development are facilitated in poorer homes, as children are compelled to explore the world of work due to their poor financial background and are ready to enter the job market earlier than the children from better off homes. Thus we can not generalise that tribal students are lower than the non-tribal students on all aspects of development and on all characteristics. These findings have implications for education and for educational and vocational guidance of tribal and non-tribal students of Meghalaya. The curricula for the tribal students may be need based so that they benefit from them. Also Educational and Vocational Guidance in the schools may focus on those aspects of vocational development of these children which need strengthening and special attention.

CHAPTER 6

ETHNIC MICRO-LEVEL COMPARISONS: INTER-TRIBAL

ETHNIC MICRO LEVEL COMPARISONS : INTER TRIBAL

The three tribes namely Khasi, Mizo and Garo have been compared on various variables of four subsets viz., Home Background, Psychological Characteristics, Schooling and Vocational Planning. The tribes have been compared in terms of five comparison groups, namely, pooled groups of students (247) urban (137), rural (110), FGL (77) and NFGL (170). The distribution of the three tribes is given in table I. Inspection of the data shows that there is large variation in the age and SES of all the three tribes in the five comparison groups. There is a larger proportion of Khasi students belonging to pooled group than Mizo and Garo in the lower age category. Similar trend has been observed in the case of middle and higher age categories of students. There is almost the same proportion of students in lower and higher SES categories of pooled group. However, Garo students are in larger proportion than Khasis and Mizos in the lower SES category, whereas Khasis and Mizos are in larger proportion than Garos in the higher SES category.

In the case of urban students Khasis have been found to be in greater proportion than Garos in the younger age category. There is no Mizo student in this age category. Almost the same proportion of Khasi and Mizo students fall in the middle age category. There is no Garo student in the middle age category whereas Garo students are in larger proportion than Mizos and Khasis in the higher age group. Inspection of SES data reveals that a larger proportion of Garos as compared to

Mizos and Khasis is in the lower SES group, whereas Khasis are in largest proportion in higher SES group. It may however be pointed out that there are very few Mizo and Garo students in the group.

The FGL group consists of 54 Khasi, 2 Mizos and 18 Garos. The comparison of Mizos with other tribes will not be discussed in detail as former are in a small number.

Inspection of NFGL data reveals that Khasis are in larger proportion than Mizos and Garos in the lower age group, Garos are in larger proportion than Khasis and Mizos in the middle age group, whereas Mizos are in larger proportion than Khasi and Garos in the higher age group. In the analysis of lower SES students Garos have been found in larger proportion than Khasis and Mizos whereas Khasis are in larger proportion in higher SES than Mizos and Garos.

It is observed that there is a larger variation of proportion of students in the three tribes in the three age groups as well as in two SES categories. We may therefore keep in mind these variations while interpreting various results in the study. As in other comparisons reported earlier, in this study also a large number of no information/response cases exist and therefore, the sample size will vary from one variable to another.

Tables 2.1.1 to 2.1.4 report the results of statistical analyses for pooled group, 2.2.1 to 2.2.4 for urban students, 2.3.1 to 2.3.4 for rural students, 2.4.1 to 2.4.4 for FGL students and 2.5.1 to 2.5.4 for NFGL students.

Subset-I : Home Background Variables Parents'
Involvement in Child's Education (PICE)

The pooled groups of tribal students FGL and NFGL do not differ significantly on the variable Parents' Involvement in Child's Education after partialling out age and SES simultaneously. However, the three tribes in the urban and rural areas differ at 5% level after partialling out the covariates simultaneously. Scheffe's test indicates that the urban Khasi students differ from Mizo and Garo students. Differences, however have not been found between Mizos and Garos on this variable. It has also been observed that the parents of urban Khasi students are more involved in their Child's Education than parents of Mizo and Garo students.

In the case of rural students, Khasis differ with Garos only and the analysis shows that the parents of the Garo students are more involved in their child's education than Khasi and Mizo parents.

The above analysis thus shows that the parents of urban Khasi and rural Garo students are more concerned about their child's education.

Facilities in the Home for Study

The three tribes Khasi, Mizo and Garo belonging to the pooled and urban groups do not differ on the variables Facilities in the Home for Study, after partialling out age and SES simultaneously. The tribes belonging to rural and FGL and NFGL groups however, differ at 5% level on the variable after partialling out the covariates. Scheffe's test indicates that rural Khasi students differ from Garo students with more of latter

(11) having more facilities at home for study than the former (10) and the Mizos (10). The comparison of FGL students, shows that Khasis (10) receive more facilities than Garos (8). In the case of NFGL, Garos (12) receive more facilities at home than Khasis (10) and Mizos (11).

The above analyses shows that FGL Khasis, rural and NFGL Garos receive more facilities for study at home in comparison to other tribes in their respective groups.

Helping the Parents

The tribal students belonging to pooled, urban, rural, FGL and NFGL groups do not differ on the variable Helping the Parents either before or after partialling out the age and SES separately. Inspection of tables indicates that most of the students belonging to these five groups devote more than two hours of time in helping their parents at home.

Father's Occupation : Field

The three tribes belonging to the pooled groups differ at 1% level on the variable Father's Occupation : Field before as well as after partialling out the effect of age and SES separately which indicates that the ethnicity of the three tribes group primarily is associated with the field of the father's occupation and age and SES are with it. Inspection of data reveals that the fathers of Khasi students are engaged in Business Contacts (22%), Organisation (29%) and Outdoor (26%) as field of occupation, the fathers of Mizos students are engaged in General and Cultural (22%), Services (35%) whereas fathers of Garo students are primarily engaged in Outdoor (85%) and General and Cultural (10%).

The three tribes belonging to urban area differ at 1% level on the variable before partialling out age. PCC could not be worked out in the absence of sufficient number of observations. The three tribes also differ at 1% level on the variable before as well as after partialling out SES. This shows that the ethnicity is primarily associated with the field of fathers occupation and SES is not associated with it. Inspection of data reveals that the fathers of Khasi students are mainly engaged in Business Contact (29%) and Organisation (38%). Fathers of Mizos are engaged in Organisational (31%); and that of Garos are engaged in Outdoor (74%) fields.

The three tribes belonging to rural and FGL groups do not differ on the variable either before or after partialling out the effect of age and SES separately. However, the NFGL of the three tribes differ at 1% level before as well as after partialling out the effect of age and SES separately. This indicates that the parents of the three tribes are primarily associated on the variable but are not that associated with age and SES. The inspection of data reveals the fathers of Khasi students are engaged in organisation (38%) and Business Contact (22%); Mizos are engaged in Service (33%); Organisation (19%) and general and cultural (19%); and that of Garos are mainly engaged in technology (96%).

Subset II : Psychological Characteristics

Need Achievement

The pooled group of students belonging to Khasi, Mizo and Garo tribes differ at 1% level on the variable Need Achievement after partialling out age and SES simultaneously. This shows that the need for achievement

of the three tribes differs significantly. The comparison of the three tribes of the group by Scheffe's test indicates that Khasi students have a stronger need for achievement than the Mizos and the Garos. Almost a similar trend has been observed among the three tribes belonging to urban, rural and FGL groups. The NFGL do not differ on the variable which indicates that the need for achievement of NFGL is equally strong.

Problems of Health and Physical Development

The three tribes of pooled group differ at 5% level on problems relating to Health and Physical Development after partialling out age and SES simultaneously. The comparison of the three tribes of pooled group by Scheffe's test reveals that Khasi students face more problems relating to health and physical development than Mizos and Garos but the Mizo and Garo students do not differ from each other on these problems. Almost a similar trend is found in the case of rural students. The three tribes belonging to the urban, FGL and NFGL groups do not differ on the variable which shows that they have almost same number of problems in their respective groups.

Problems of Finance and Living Conditions

The three tribes belonging to pooled group, urban, FGL and NFGL students differ at 5% level on the problems relating to Finance and Living conditions after partialling out age and SES simultaneously. The analysis of pooled group shows that Khasis and Garos face more problems

relating to finance and living conditions than Mizos. Comparison of the three tribes of the group by Scheffe's test shows that Khasi students differ with Mizos only. Almost similar trend is found in the case of urban and NFGL except that NFGL Garos differ with Mizos only. In the case of FGL, Khasis face more problems than others two tribes and they differ with Garos only. The rural tribes do not differ with each other on the variable and therefore they face almost equal number of problems relating to finance and living conditions.

Problems of Social and Recreational Activities

The three tribes belonging to pooled groups, urban, rural and FGL groups differ at 1% level on the problems of Social and Recreational Activities after partialling out the covariates age and SES simultaneously. The analysis of pooled group indicates that Khasi students face more problems in the area of social and recreational activities than Mizos and Garos. The comparison of three tribes by Scheffe's test indicates that Khasis differ from Mizos but they do not differ with Garos. Mizos and Garos also do not show differences on this variable. Almost similar trend has been found in the ^{case of} urban, rural and FGL students except that among urban students Mizos also differ with Garos, among rural students Khasis also differ with Garos and among FGL, Khasis differ with Garos only.

Problems of Home, Family and Sex

The three tribes belonging to pooled and rural groups differ significantly at 1% level on the problems of Home, Family and Sex after partialling out the covariates

age and SES simultaneously. The NFGL differ at 5% level on the variable. The analysis of pooled group shows that Khasis face more problems of home, family and sex than Mizos and Garos. The comparison of three tribes (pooled group) by Scheffe's test shows that Khasis differ from Mizos and Garos but the latter do not differ from each other. Similar trend has been observed about the rural students. In the case of NFGL, Khasis only differ with Mizos. The three tribes belonging to urban area and FGL do not differ on the variable and hence they face almost same number of problems relating to home, family and sex.

Problems of Social Psychological Relations

The three tribes belonging to all the five comparison groups do not differ on the problems of Social, Psychological Relations after partialling out the covariates age and SES simultaneously. This indicates that all the three tribes face almost the same number of problems relating to social psychological Relations.

Problems of Personal Psychological Relations

The three tribes of pooled group differ at 5% level on the problems of Personal Psychological Relations after partialling out age and SES simultaneously. The analysis of pooled group indicates that Khasi students face more problems in this area than Mizos and Garos. The comparison of three tribes of the group by Scheffe's test indicates that Khasis differ on the variable with Garos only. The three tribes belonging to urban, rural, FGL and NFGL

do not differ on this variable. We can thus say that they face almost same number of problems relating to personal and psychological relations of students in their respective groups.

Problems of Moral and Religion

The three tribes belonging to pooled group differ at 5% level on the problems of Morals and Religion after partialling out age and SES simultaneously. The analysis of pooled group shows that Khasi students face more problems relating to Morals and Religion than Mizos and Garos. The comparison of three tribes of the group by Scheffe's test indicates that Khasi students differ on the variable with Mizos only. The three tribes belonging to comparison groups viz., urban, rural, FGL and NFGL do not differ on this variable which perhaps indicates that they face almost same number of problems of Morals and Religion in their respective groups.

Problems of Vocational and Educational Future

The three tribes belonging to the pooled and urban groups differ at 5% level on the problems of Vocational and Educational Future after partialling out age and SES simultaneously. Inspection of the data of pooled group indicates that Khasi students face more problems pertaining to the vocational and educational future than Mizos and Garos. The comparison of the three tribes on the pooled group by Scheffe's test indicates that Khasi students differ on the variable with Mizos only. Almost similar trend has been observed in the case of the three tribes belonging to the urban area.

The three tribes belonging to rural, FGL and NFGL groups do not differ on this variable. This indicates that these students face perhaps the same number of problems relating to vocational and educational future in their respective groups.

Problems of Adjustment to School

The three tribes belonging to the pooled, urban and NFGL groups differ at 5% level on the problems of Adjustment to School after partialling out the covariates simultaneously. Inter tribal differences are thus obvious in this area of problems. Inspection of the data of pooled group indicates that Khasi and Garo students face more problems of adjustment to school than Mizos. The comparison of the three tribes of the pooled group by Scheffe's test indicates that Khasi students differ with Mizo students only. The comparison of the three tribes of urban groups by Scheffe's test indicates that the Mizo students differ with Khasis as well as with Garos.

The comparison of the three tribes of NFGL group by Scheffe's test indicates that Garos differ on the variable with Mizos only. Inspection of data also indicates that Garos face more problems of adjustment to school than Khasis and Mizos.

The three tribes belonging to the rural and FGL groups do not differ on the variable. This indicates that the tribes of these groups face almost same number of problems of adjustment to school in their respective groups.

Problems of Curriculum and Teaching Procedure

The three tribes belonging to none of the five comparison groups are found to be significant on this variable, which shows that inter tribal differences do not exist on the variable and students of all the three tribes belonging^{to}/all the five comparison groups perhaps face almost same number of problems of curriculum and teaching procedure.

Aggregate of Problems

The three tribes belonging to the pooled and urban groups differ at 5% level on the Aggregate of Problems after partialling out age and SES simultaneously. Inspection of the data of pooled group indicates that Khasis and Garos face more problems than Mizos. The comparison of three tribes of the group by Scheff's test indicates that Khasi students differ on the aggregate of problems with Mizos only. Almost similar trend is found in the case of urban tribes. The three tribes belonging to the rural, FGL and NFGL groups do not differ on this variable which indicates that the micro level ethnic differences do not exist among these groups and they have equal number of aggregates problems.

Pleasant Tone of Future Events

The three tribes of urban group differ at 1% level on the variable Pleasant Tone of Future Events after partialling out age and SES simultaneously. The comparison of three tribes of the urban group by the Scheffe's test shows that Khasi students differ on the variable from

Mizos as well as Garos. The inspection of data of urban group indicates that Khasis expect maximum number of pleasant future events (6) than unpleasant future events(1). The three tribes of other four groups do not differ on this variable which indicates that the tribes of these groups expect almost equal number of pleasant future events.

All other comparison groups expect pleasant and unpleasant future events equally.

Future Time Perspective

The three tribes belonging to the pooled rural and FGL groups differ at 1% level on the variable Future Time Perspective after partialling out age and SES simultaneously. Inspection of pooled group data indicates that Mizos and Garos have long future time perspective than Khasis. The comparison of the three tribes of the group by Scheffe's test indicates that Khasis differ from Mizos as well as Garos on this variable, but the latter two tribes do not differ from each other.

The analysis of rural tribes shows that Garos have longer future time perspective than Mizos and Khasis. The comparison of three tribes the Scheffe's test shows that all the three tribes of rural area differ from each other on this variable. The almost similar trend has been observed in the case of FGL group as is found in the rural tribes except that Mizos and Khasis do not differ from each other. The urban and NFGL tribes do not show any differences on the variable which shows **that they have** almost similar orientation towards future time perspective.

Pleasant Tone of Past Events

The three tribes belonging to none of the five comparison groups differ on the variable Pleasant Tone of Past Events after partialling out age and SES simultaneously which shows that the tribes mention almost same number of pleasant past events in their respective groups.

Past Time Perspective

The three tribes belonging to all the five groups differ at 1% level on the variable Past Time Perspective after partialling out age and SES simultaneously which shows that there are inter tribal differences on the past time perspective in these groups. Inspection of data of pooled group indicates that Garos have longest past time perspective than Mizos and Khasis. The comparison of the three tribes of the group by Scheffe's test indicates that Garo students differ with Mizos as well as Khasis but the latter tribes do not differ from each other. The similar trend has been observed in the case of urban, rural and FGL tribals. NFGL Garos differ with Khasis only.

General Mental Ability

The three tribes belonging to pooled group differ at 1% level on the variable General Mental Ability after partialling out age and SES simultaneously. Inspection of means of pooled group indicates that Khasis score higher than Mizos and Garos. The comparison of the three tribes of the group by Scheffe's test indicates that Khasis differ with Mizos as well as Garos but the latter tribes do not differ on this variable.

The three tribes belonging to urban and NFGL groups differ at 5% level on the variable. The trend in these groups is almost same as that of the pooled group tribes except that urban Khasis differ from Garos only and NFGL Khasis differ from Mizos only. From this one can infer that Khasis are more intelligent, advanced and enlightened than other tribes.

The three tribes belonging to rural and FGL groups do not differ on this variable which shows that they have almost similar type of ^{mental} ability in their respective groups.

Interests

The three tribes belonging to pooled group differ at 5% and 1% level on Mechanical and Aesthetic Interest areas respectively after partialling out age and SES simultaneously. The comparison of three tribes of the group by Scheffe's test indicates that Khasis differ on this variable from Garos only. The results indicate that Khasi students have high interest in mechanical area. The comparison of the three tribes by Scheffe's test indicates that Khasis differ on aesthetic area of interest from Mizos as well as Garos but latter tribes do not differ from each other. The inspection of means also shows that Garos and Mizos have almost similar interest on aesthetic and show higher interest on the area than Khasis.

The three tribes of the urban and FGL differ at 1% level on the aesthetic area of interest after partialling out age and SES simultaneously. Inspection of means of urban tribes indicates that Garos and Mizos have higher interest on the area than Khasis. The comparison of three

tribes of the group by Scheffe's test indicates that Garos differ with respect of the aesthetic/^{interest}from Khasis only. Similar trend has been observed in the case of the three tribes in the FGL group.

The three tribes belonging to pooled, urban and FGL groups do not differ on the remaining areas of interests i.e. business, scientific, social, clerical and outdoor which show they have almost similar type of interest in these areas in their respective groups.

The three tribes belonging to rural and NFGLs do not differ on any one of the seven interest areas and hence they show almost similar type of interests in their respective groups.

Sub-set III : Schooling

Liking School

The three tribes belonging to the 5 comparison groups differ at 1% level on the variable Liking School after partialling out age and SES simultaneously. This indicates the inter-tribal differences on the variable. The comparison of three tribes of the pooled group by Scheffe's test indicates that Khasis differ on the variable from Mizos as well as Garos but latter tribes do not differ from each other. The inspection of means and the comparison indicates that Khasis like the school more than other two tribes.

Almost similar trend has been observed in the remaining four comparison groups viz., urban, rural, FGLs and NFGL ;.

Perception of School Climate

The three tribes belonging to the pooled, rural and NFGL groups differ at 1% level on the variable Perception of School Climate after partialling out age and SES simultaneously. The comparison of three tribes of pooled group by Scheffe's test indicates that all the tribes differ on the variable from each other. This indicates that the students of the three tribes perceive the school climate differently and the Garos of pooled group perceive school climate more positively than other two tribes.

Almost similar trend has been observed in the case of rural and NFGL tribes as has been found in the pooled group except that rural Khasis do not differ on the variable from Garos and NFGL Khasis do not differ from Mizos.

The three tribes belonging to the urban and FGL groups do not differ on the variable which indicates that they perceive the school climate more or less in the same way.

Academic Achievement in School Subjects:

The three tribes belonging to the five comparison groups do not differ on most of the school subjects and aggregate of marks after partialling out age and SES

simultaneously. In their respective groups barring a few exceptions. This indicates that there are no ethnic differences in respect of school achievement and that all the three tribes achieve equally on the school subjects.

The three tribes belonging to rural group differ at 1% level on the achievement in mathematics after partialling out age and SES simultaneously. The comparison of three tribes of the ^{group} by Scheffe's test indicates that Garo students differ on the variable from Khasis as well as Mizos but Khasis and Mizos do not differ from each other on the variable. The inspection of means of the group indicates that Garos find mathematics difficult in comparison to Khasis and Mizos.

The three tribes belonging to some of the comparison groups differ on the achievement in Domestic Science and Hygiene. However, we shall not discuss their results in detail due to a small sample size.

Friends' Help in Homework

The three tribes belonging to the pooled and NFGL groups do not differ on the variable Friends' Help in Homework either before or after partialling out age and SES separately. This indicates that neither ethnicity, nor age, nor SES of both the groups is associated with the friends' help in home work.

The three tribes belonging to urban group differ at 5% level on the variable before partialling out age. PCC of the group could not be worked out for want of more frequencies in the cells. As regards ethnic differences

in the group, Khasis in larger proportion (62%) do not take friends' help in homework than Mizos (44%) and Garos (33%). This indicates that Khasis do not take much help from their friends in homework.

The three tribes belonging to urban group differ at 5% level on the variable before partialling out SES but do not differ after the partialling. This indicates that ethnic differences cease to exist after partialling out the effect of SES. This also implies that SES of tribes is associated with taking help of the friends in homework. As regards the SES differences, Khasis of higher SES (68%) in larger proportion do not seek friends' help in homework in comparison to students of lower SES (56%), and Mizos of lower SES (62.5%) do not seek friends' help in homework than students of higher SES (57%).

The three tribes belonging to the rural group differ at 5% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies. As regards ethnic differences of the group, Garos (73%) in larger proportion do not take friends' help in homework than Mizos (50%) and Khasis (31%), whereas Khasis (58%) in larger proportion seek friends' help in homework in comparison to Mizos (37%) and Garos (13%). The three tribes of this group differ at 1% level on the variable before as well as after partialling out SES which indicates that ethnic differences persist after the partialling and SES of the tribes is not associated with taking friends' help in homework. As regards the ethnic differences almost similar trend has been observed here also as in the case of differences before partialling out age.

The three tribes belonging to FGL group do not differ on the variable before partialling out age but they do differ at 5% level on the variable before partialling out SES. PCC could not be worked out in both the cases for want of frequencies. As regards the ethnic differences of the group it has been observed that Khasis (51%) in larger proportion seek friends' help in homework than Mizos (20%) and Garos (33%).

Hours of Homework

The three tribes belonging to pooled group differ at 1% level on the variable Hours of Homework before as well as after partialling out age and SES separately. This indicates that ethnic differences persist after partialling out age as well as SES. This also implies that neither age nor SES is associated with the hours of homework. As regards ethnic differences in the group, more Khasis (68%) and Garos (74%) devote five hours or more per week for homework than Mizos (22%).

All the three tribes of urban area also differ at 5% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies in cells. No clear-cut trend has been observed on devoting hours for homework per week in this group. However, it seems that Khasis as well as Garos devote two to twenty hours per week for the homework, whereas Mizos devote upto five hours per week for the purpose. In the case of SES, the tribes differ at 5% level on the variable before as well as after partialling out SES which indicates that ethnic differences persist after

partialling out SES and SES of students is not associated with hours of homework. As regards the ethnic differences, almost similar trend has been found in this case also.

The three tribes belonging to rural group differ at 1% level on hours devoted per week on homework, before partialling out age. PCC could not be worked out for want of more frequencies. As far as the inter-tribal differences on the variable are concerned, no clear cut trend is observed. The three tribes of the group differ at 1% level on the variable before as well as after partialling out the SES. This indicates that ethnic differences persist after the partialling. This also implies that SES of tribes is not associated with the variable. Almost the same trend is observed here also as has been seen in the case of before partialling out age. However, more Khasis (69%) and Garos (91%) devote more than 5 hours per week for the homework whereas most of the Mizos (74%) devote less than 5 hours.

The three tribes belonging to NEGL differ at 1% level on the variable before as well as after partialling out age and SES separately. This indicates that ethnicity rather than age or SES of tribes is associated with the variable hours of homework. As regards the ethnic differences it has been observed that more Mizos (78%) devote less than five hours per week for the homework, whereas more Khasis (69%) and Garos (84%) devote more than five hours per week for the homework.

The three tribes belonging to FGL group do not differ on the variable either before or after partialling out age and SES separately. This indicates that neither

ethnicity, nor age, nor SES is associated with the hours devoted by the students for home-work.

Fixed Time for Homework

The three tribes belonging to pooled group do not differ on the variable Fixed Time for Homework before partialling out age but do differ after the partialling. This indicates that ethnic differences of the group cease to exist after partialling and are not associated with the variable. This also indicates that the age of the tribal students is associated with the fixed time for homework. As regards age differences 70% of Khasis in all age categories; 75% of Mizos in higher, 44% in middle and 33% in lower age categories and almost all Garos in lower and middle age and 61% in higher age categories have fixed time for homework.

The three tribes belonging to urban and FGL groups do not differ on the variable either before or after partialling out the age and SES separately which indicates that neither the ethnicity nor age, nor SES of both the groups is associated with the variable fixed time for homework.

The three tribes belonging to rural group differ at 1% level on the variable before as well as after partialling out age and SES separately. Ethnic differences thus show up after partialling out both the covariates. This also implies that neither age nor SES of the group is associated with the variable. As regards the ethnic differences, more Khasis (76%) and Garos (95%) have fixed time for homework in comparison to Mizos (44%).

The three tribes belonging to NFGL group differ at 5% level on the variable before as well as after partialling out age and SES separately. This indicates that ethnic differences persist after the partialling. This also implies that neither age nor SES is associated with students' fixed time for homework. As regards ethnic differences, almost similar trend has been observed as has been found in the case of rural group of tribes.

Sub-set IV : Educational and Vocational Planning

Information about Nature of work in Expected Occupation

The three tribes belonging to pooled urban and FGL groups differ at 1% level on the variable Information about Nature of work in Expected Occupation after partialling out age and SES simultaneously. The tribes belonging to NFGL group differ at 5% level on the variable.

The comparison of three tribes of the pooled group by Scheffe's test indicates that Mizo students differ on the variable with Khasis as well as Garos, however Khasis and Garos do not differ with each other. Inspection of means also indicates that Khasis and Garos have more information about nature of work in expected occupation than Mizos. Since the observed scores range from 0 to 3,

we can say that all the three tribes have more than average information on the variable.

Among the urban and NFGL groups also, almost the similar trend is evident as has been found in the pooled group.

The comparison of three tribes of FGL group by Scheffe's test indicates that Khasis and Garos differ on this variable only. Inspection of means also indicates that Khasis and Mizos of the group have more information about nature of work than Garos.

The three tribes of rural group do not differ on the variable and they seem to have almost the same amount of information about nature of work. Inspection of means shows that all the tribes have more than average information.

Information about Entry Qualifications in Expected Occupation

The three tribes belonging to pooled urban, rural and NFGL groups differ at 1% level on the variable Information about Entry Qualifications in Expected Occupation after partialling out age and SES simultaneously. The comparison of three tribes of the pooled group by the Scheffe's test indicates that Mizos differ from Khasis as well as Garos but the latter two do not differ from each other. The inspection of means shows that Khasis and Garos have more information about entry qualifications in the expected occupation than Mizos. All the three tribes also have more than average information on the variable.

Almost similar trend has been observed in the case of urban, rural and NFGL groups as found in the pooled group. However, the comparison of three tribes of rural group by Scheffe's test indicates that Khasis differ on the variable from Mizos only.

FGL students do not differ on this variable which indicates that all the three tribes have almost same amount of information on the variable. It is also found that the students of all the three tribes belonging to five comparison groups have fairly good information about entry qualifications.

Information about Type of Special Training
Required in Expected Occupation

The three tribes belonging to pooled, rural and NFGL groups differ at 1% level on the variable Information about Type of Special Training Required in Expected Occupation after partialling out the covariates simultaneously. The three tribes of urban area differ at 5% level on the variable.

The comparison of three tribes of pooled group by Scheffe's test indicates that all the three tribes differ from each other on the variable. Inspection of means of the group indicates that Garos have more information about type of special training required in expected occupation than Khasis and Mizos. It has been further observed that Garos and Khasis have more than average information on the variable.

Among the urban rural and NFGL groups almost similar trend has been observed as found in the case of pooled group except that urban Khasis differ on the variable from Mizos only and rural Garos differ from Khasis as well as Mizos.

Information about Duration of Special Training
required for Expected Occupation

The three tribes when compared in terms of pooled, urban, rural and NFGL groups differ at 1% level

on the variable Information about Duration of Special Training required for Expected Occupation after partialling out age and SES simultaneously. The comparison of three tribes of pooled group by Scheffe's test indicates that all the three tribes differ on the variable from each other. Inspection of means of the group also reveals that Garos have more information about duration of special training required for expected occupation than Khasis and Mizos. Garos and Khasis have more than average information on the variable.

Among the three tribes belonging to urban, rural and NFGL groups, almost similar trend has been found as observed in the case of pooled group except that urban Khasis from urban Garos and rural Khasis from rural Mizos do not differ on the variable. FGLs do not differ on the variable.

Information about Name and Location of Special Training Institute in Expected Occupation

The three tribes when considered in terms of pooled and NFGL groups differ at 1% level on the variable Information about Name and Location of Special Training Institute in Expected Occupation after partialling out age and SES simultaneously. The tribes belonging to urban and rural groups differ at 5% level on the variable after the partialling.

The comparison of three tribes of the pooled group by Scheffe's test indicates that Garos differ on the variable from Mizos only. Inspection of means of the group also reveals that Garos and Khasis have more

information about name and location of special training institute in expected occupation than Mizos and both the tribes have fairly good amount of information.

Among the urban, rural and NFGL groups, almost similar trend has been found as observed in pooled group except that urban Khasis differ ^{from} urban Mizos, rural Garos from rural Khasis and NFGL Garos from NFGL Khasis as well as Mizos.

Extent of Information about Expected Occupation

The three tribes belonging to pooled urban, rural and NFGL groups differ at 1% level on the variable Extent of Information about Expected Occupation after partialling out age and SES simultaneously.

The comparison of three tribes of pooled group by Scheffe's test indicates that all the three tribes differ on this variable from each other. Inspection of means reveals that Garos have more information about expected occupation than Khasis and Mizos, though they also have fairly good amount of information about expected occupation.

Among the urban, rural and NFGL groups, almost similar trend has been found as exists in the case of pooled group except the urban Khasis who differ from Garos and rural Khasis who do not differ from Mizos. All tribes in the FGL group do not differ on the variable.

Expectation of Entering the Preferred Occupation

The three tribes belonging to urban group differ at 1% level on the variable Expectation of Entering the Preferred Occupation before partialling out age. PCC could

not be worked out for want of more frequencies. As regards ethnic differences it has been observed that more Khasis (93%) and Garos (81%) expect to enter in the preferred occupation than Mizos (50%) and most of the students expect to enter the preferred occupation. The tribes also differ at 1% level on the variable before partialling out SES and differ at 5% level after the partialling. This indicates that ethnic differences persist on the variable after the partialling. This also implies that SES of the group is negligibly associated with the variable. As regards ethnic differences, almost similar trend has been observed as has been found before partialling out age.

The three tribes of the rural area differ at 5% level on the expectation of entering the preferred occupation before partialling out age. PCC could not be worked out for want of more frequencies. As regards ethnic differences almost the similar trend has been found as observed in the case of urban students. In fact almost all Mizos and Garos expect to enter the preferred occupation. The tribes of the group also differ at 5% level before partialling out SES and do not differ after the partialling. This indicates that ethnic differences cease to exist after the partialling. This also reveals that SES of tribes is associated with the variable. More high SES Khasis (93%) expect to enter the occupation than low SES Khasis (83%).

The three tribes belonging to the pooled group do not differ on the variable either before or after partialling out the effect of age and SES separately.

This shows that neither ethnic differences nor age, nor SES is associated with the variable. However most of the students belonging to these groups expect to enter the preferred occupation as in the case of urban and rural groups. The tribes belonging to FGL and NFGL do not differ on the variable before partialling age or SES. PCC could not be worked out for want of more frequencies.

Expected Occupation : Field

The three tribes belonging to urban area differ at 1% level on the variable Expected Occupation : Field before partialling out age. PCC could not be worked out after controlling age due to a small sample size. As regards ethnic differences, more urban Mizos (56%) and Khasis (47%) expect to enter in science field as their expected occupation than Garos (15%), whereas more Garos (56%) expect ^{to enter} in/organisational field than Mizos (22%), and Khasis (11%). The next choice for Mizos (22%), Khasis (13%) and Garos (10%) falls on General and Cultural field as their expected occupation. The tribes belonging to the urban group differ at 1% level on the variable before partialling out SES and at 5% after the partialling. This reveals that ethnic differences persist after the partialling and ethnicity is associated with the variable. This also implies that SES of tribes is negligibly associated with the variable. The trend of ethnic differences here is almost the same as observed in the case of age.

The three tribes when compared in terms of pooled, rural FGL and NFGL groups do not differ on the variable before partialling out age. PCC could not be worked out

for want of more frequencies. Clearly ethnic differences do not exist on the variable. The three tribes of the four groups also do not differ on the variable before as well as after partialling out SES. This shows that neither ethnic differences nor SES is associated with the variable. However, it has been observed that the tribes expect to enter service, organisational, science and general and cultural fields as their expected fields of occupation.

Expected Occupation : Level

The three tribes when compared in terms of pooled, urban, rural FGL and NFGL groups do not differ on the variable Expected Occupation: Level before partialling out either age or SES. PCC could not be worked out for want of more frequencies with age controlled. The tribes of the four groups also do not differ on the variable after partialling out SES except urban group for which PCC could not be worked out. This reveals that neither ethnicity nor SES is associated with the variable.

Inspection of the data indicates that most of the students expect to enter the first and second levels of expected occupation irrespective of their age and SES.

Occupational Role Model

The three tribes of the pooled group differ at 1% level on the variable Occupational Role Model both before as well as after partialling out age and at 5% level before as well as after partialling out SES. This

indicates that micro level ethnic differences persist even after partialling out either age or SES. This also implies that neither age nor SES is associated with the variable. As regards ethnic differences, more Garos (86%) know the people personally who are working in occupations in which they expect to enter than Mizos (69%) and Khasis (54%).

The tribes of urban group do not differ on the variable occupational role model before partialling out age. PCC could not be worked out for want of more frequencies. The tribes of the group also do not differ on the variable before as well as after partialling out SES. This shows that neither ethnicity nor SES is associated with the variable.

The three tribes in the rural area differ significantly on the variable at 1% level both before as well as after partialling out age and SES separately. This indicates that ethnic differences persist after partialling out either age or SES. This also indicates that neither age nor SES is associated with the occupational role model. As regards ethnic differences are concerned, almost similar trend has been observed as seen in the case of pooled group.

The three tribes belonging to FGL group differ at 5% level before partialling out age and SES separately. PCC however could not be worked out on this variable for want of more frequencies in both the analysis. This indicates ethnic differences exist on the variable before the partialling. As regards ethnic differences almost similar trend is observed here as found in pooled group.

The three tribes belonging to NFGL group differ at 1% level on the variable before partialling out age and differ at 5% level after partialling out age. This indicates that ethnic differences persist after the partialling. This also indicates that age of the students is also somewhat associated with the variable. As regards ethnic differences, almost similar trend has been observed as has been found in the case of pooled, rural and FGL groups. As far as the age differences are concerned, more Khasi students of lower (62%) and middle (64%) age categories adopt the model in comparison to students of higher (53%) age category. Among the Mizos almost the similar trend has been found as is evident among Khasis. Almost all Garos of all the three age groups have occupational role model.

The tribes in the NFGL group differ at 1% level on the variable before partialling out SES but do not differ after the partialling. This reveals that ethnic differences cease to exist after the partialling, however SES of tribes is associated with the variable. As regards the SES differences, more Khasis (71%) and Mizos (86%) of lower SES have the occupational role model than Khasis (59%) and Mizos (54%) of higher SES respectively. As far as Garos are concerned, almost all students of both SES have the role model.

Family's Greatest Influence on Vocational Planning

The three tribes in the pooled group do not differ on the variable Family's Greatest Influence on Vocational Planning, either before or after partialling out age and SES separately. This indicates that neither

ethnicity nor age, nor SES is associated with the variable. Similar trend has been observed in other groups viz., rural, urban, FGL and NFGL also. Inspection of the data reveals that all the three tribes are influenced first by their mothers (48%) followed by their fathers (24%) and then by their siblings (28%).

Family's Second Greatest Influence on Vocational Planning

The three tribes belonging to the pooled group do not differ on the variable Family's Second Greatest Influence on Vocational Planning, either before or after partialling out the effect of age. This indicates that neither ethnicity nor age is associated with the variable. The three tribes of the group do not differ on the variable before partialling out SES but differ at 5% after the partialling which indicates that SES of the tribes is associated with family's second greatest influence on vocational planning. As regards SES differences of pooled group ~~more~~ higher SES Khasis (54%) are influenced by their mothers in planning of vocation than lower SES Khasis (45%), whereas lower SES Khasis (33%) are influenced more by their fathers than higher SES Khasis (21%). The remaining students of the tribes are influenced by their siblings. However, Mizos of higher SES are more influenced by their mothers (46%) and fathers (38%) than Mizos of ^{lower SES} (33% influenced by both). Garos of both SES are influenced by their mothers in almost equal proportion (50%). Higher SES Garos (50%) are more influenced by their siblings than lower SES Garos (39%). A very negligible number of Garos are influenced by their father.

The three tribes belonging to urban area differ at 1% level on the variable before partialling out age. PCC could not be worked out due to a very small number of frequencies. The tribes also differ at 1% level on the variable before as well as after partialling out SES. This indicates that ethnic differences persist even after the partialling. This also implies that SES of tribes is not associated with the variable.

As regards ethnic differences of urban group, 57% Khasis are influenced by their mothers as compared to 27% of Mizos and 30% of Garos. Whereas 73% of Mizos, 18% of Khasis and none of the Garos are influenced by their fathers. However, 70% of Garos, 25% of Khasis and none of the Mizos are influenced by their siblings.

The three tribes belonging to rural area differ at 1% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies. The tribes also differ at 1% level on the variable before partialling out SES but differ at 5% level after the partialling. This indicates that ethnic differences persist after partialling out SES. This also implies that SES of students is also marginally associated with the variable. As regards the ethnic differences, more rural Garos (62%) are influenced by their mothers than Mizos (50%) and Khasis (39%); whereas more Khasis (41%) are influenced by their fathers than Garos (10%) and Mizo none. Mizos (50%) however are influenced more by their siblings than Garos (29%) and Khasis (20%).

As regards SES differences of rural group, more Khasis (50%) and Mizos (61%) of higher SES are influenced by their mothers than Mizos (36%) and Khasis (40%) of lower SES. Garos of both SES are influenced by their mothers equally (60%). All the three tribes of lower SES are more influenced by their siblings than higher SES tribes. More Khasis of lower SES (43%) are influenced by their fathers than Khasis of higher SES (33%) only.

The three tribes belonging to FGL group differ at 5% level on the variable before partialling out age and SES separately. In both the cases, PCC could not be worked out for want of more frequencies in the cells. More FGL Mizos (75%) are influenced by their fathers than Khasis (42%) and Garos none. More Khasis (37%) however are influenced by their mothers than Garos (23%) and Mizos (none). Whereas more Garos (75%) are influenced by their siblings than Mizos (25%) and Khasis (21%).

The tribes of NFGL group do not differ on the variable before as well as after partialling out the age and SES separately. This shows that neither ethnicity nor age, nor SES is associated with the variable.

The vocational planning of the three tribes belonging to **different groups** except FGL large is found to be most influenced by their mothers next by their fathers and then by their siblings. In the case of FGL however, the influence varies from tribe to tribe.

Perception of Father's Thinking About
Expected Occupation of the Student

The chi-square and PCC of the three tribes belonging to all the five groups could not be worked out on the variable Perception of Father's Thinking about Expected Occupation of the Students either before or after partialling out age and SES separately, for want of frequencies in many of the cells. However, inspection of the data indicates that almost all students have responded to the following two categories :

1. I myself thought of this occupation but my father has approved of it.
2. Father himself has advised me to enter this occupation.

Only a negligible number of students in all the groups have indicated that they have not discussed the matter with their father or that he neither approves nor disapproves, or that he does not approve of it. This indicates that the perception of the students is that their fathers in all the three tribes belonging to all the five groups take interest in their educational-vocational career and play an important role in their vocational planning.

Perception of Mother's Thinking about
Expected Occupation

The three tribes belonging to pooled group differ at 1% level on the variable Perception of Mother's Thinking about Expected Occupation of the students before partialling out age. PCC could not be worked out for want of frequencies. The three tribes also differ at 1% level

on the variable before as well as after partialling out SES. This indicates that ethnic differences persist after partialling out SES. This also implies that SES of students is not associated with the variable. As in the case of fathers, here also most of the students have responded to categories four and five.

As regards the ethnic differences of pooled group more Garos (66%) and Khasis (50%) have thought about the occupation themselves than Mizos (23%). Whereas more Mizos (58%) and Khasis (42%) have been advised by their mothers than Garos (7%). 22% of Garos have not discussed this matter with their mothers at all. This also reveals that the students perceptions is that their mother also like the father plays an important role in planning of the vocation. Almost similar trend has been observed in urban, rural, FGL and NFGL groups also.

Educational Aspiration

The three tribes belonging to none of the five comparison groups differ on the variable Educational Aspiration either before or after partialling out age and SES separately. This indicates that neither ethnicity nor age, nor SES is associated with the educational aspirations of students. Inspection of data reveals that most of the students (75%) reported that they want to study for five years or more from now in order to receive higher education.

Job Values

The first three (the most preferred) and the last three (the least preferred) job values of the urban, rural, FGL and NFGL groups have been reported in the following pages. The students' perceptions of their fathers' and mothers' job values have also been reported on the same pages.

1

STUDENT'S OWN JOB VALUES - URBAN KHASIS

2

3

Most Preferred Interest Salary Social Service

Least Preferred Independence Not required to work hard Leadership

FATHER'S PERCEIVED JOB VALUES - URBAN KHASIS

Most Preferred Leadership Interest Prestige & Self Expression

Least Preferred Security Independence Not required to work hard

MOTHER'S PERCEIVED JOB VALUES-URBAN KHASIS

Most Preferred Security Prestige Interest

Least Preferred Power Independence Fame

STUDENT'S OWN JOB VALUES - URBAN MIZOS

Most Preferred Leadership Prestige Salary

Least Preferred Fame Not required to work hard Power

FATHER'S PERCEIVED JOB VALUES - URBAN MIZOS

Most Preferred Leadership Social Service Prestige

Least Preferred Power Self Expression Fame

MOTHER'S PERCEIVED JOB VALUES-URBAN MIZOS

Most Preferred Interest Social Service Salary and Fame

Least Preferred Leadership, Prestige, Self Expression & Independence Power

STUDENT'S OWN JOB VALUES - URBAN GAROS

1

Most Preferred

Leadership

2

Interest

3

Social Service

Least Preferred

Fame

Prestige & Security

FATHER'S PERCEIVED JOB VALUES - URBAN GAROS

Most Preferred

Leadership

Social Service

Security

Least Preferred

Power & Salary

Independence

Not required to work hard

MOTHER'S PERCEIVED JOB VALUES - URBAN GAROS

Most Preferred

Social Service

Security

Prestige

Least Preferred

Salary & Fame

Power

STUDENT'S OWN JOB VALUES - RURAL MIZOS

Most Preferred

Leadership

Social Service

Salary

Least Preferred

Interest & Self Expression

Not required to work hard

FATHER'S PERCEIVED JOB VALUES - RURAL MIZOS

Most Preferred

Leadership

Social Service

Power

Least Preferred

Security & Fame

Prestige

Independence

MOTHER'S PERCEIVED JOB VALUES - RURAL MIZOS

Most Preferred

Social Service

Self Expression & Salary

Least Preferred

Fame

Prestige & Power

STUDENT'S OWN JOB VALUES - RURAL GAROS

1

Most Preferred Leadership
Least Preferred Prestige & Power

2

Leadership

3

Interest

Independence

FATHER'S PERCEIVED JOB VALUES - RURAL GAROS

Most Preferred Leadership

Salary & Fame

Least Preferred Independence

Prestige

Not required to work hard

MOTHER'S PERCEIVED JOB VALUES - RURAL GAROS

Most Preferred Leadership & Prestige

-

Fame

Least Preferred Social Service & Not required to work hard

-

Independence

STUDENT'S OWN JOB VALUES - RURAL KHASIS

Most Preferred Leadership

Fame

Social Service

Least Preferred Interest

Independence

Not required to work hard

FATHER'S PERCEIVED JOB VALUES - RURAL KHASIS

Most Preferred Leadership

Prestige

Self Expression

Least Preferred Interest & Salary

-

Not required to work hard

MOTHER'S PERCEIVED JOB VALUES - RURAL KHASIS

Most Preferred Social Service

Fame

Prestige

Least Preferred Leadership

Independence

Not required to work hard

STUDENT'S OWN JOB VALUES - FGL KHASIS

1

Most Preferred Leadership
Least Preferred Prestige

2

Fame
Independence

3

Social Service
Not required to work hard

FATHER'S PERCEIVED JOB VALUES - FGL KHASIS

Most Preferred Leadership
Least Preferred Salary

Social Service

Not required to work hard

Self Expression

Fame

MOTHER'S PERCEIVED JOB VALUES - FGL KHASIS

Most Preferred Social Service
Least Preferred Not required to work hard

Fame

Independence

Interest

Prestige

JOB VALUES - FGL MIZOS

The Job Values of Fgl Mizos are not given due to a very small number of frequencies.

STUDENT'S OWN JOB VALUES - FGL GAROS

Most Preferred Leadership
Least Preferred Independence

Interest

Self Expression

Social Service

Not required to work hard

FATHER'S PERCEIVED JOB VALUES - FGL GAROS

Most Preferred Leadership
Least Preferred Independence

Security

Fame

Social Service

Not required to work hard

MOTHER'S PERCEIVED JOB VALUES - FGL GAROS

Most Preferred Interest
Least Preferred Social Service and

Social Service

Security

Power

STUDENT'S OWN JOB VALUES - NEGL KHASIS

2

3

Most Preferred

Interest

Leadership

Social Service

Least Preferred

Independence

Not required to work hard

Prestige

FATHER'S PERCEIVED JOB VALUES - NEGL KHASIS

Most Preferred

Leadership

Interest

Prestige

Least Preferred

Social Service

Independence

Not required to work hard

MOTHER'S PERCEIVED JOB VALUES - NEGL KHASIS

Most Preferred

Prestige

Security

Self Expression

Least Preferred

Fame

Power

Salary

STUDENT'S OWN JOB VALUES - NEGL MIZOS

Most Preferred

Leadership

Social Service

Salary

Least Preferred

Security

Power

Not required to work hard

FATHER'S PERCEIVED JOB VALUES - NEGL MIZOS

Most Preferred

Leadership & Social Service

Interest

Power and Salary

Least Preferred

Not required to work hard

Security

Independence

MOTHER'S PERCEIVED JOB VALUES - NEGL MIZOS

Most Preferred

Interest

Salary & Social Service

-

Least Preferred

Leadership, Fame & Independence

Prestige

Power

: 6.42 :

STUDENT'S OWN JOB VALUES - MFGL GAROS

1

Most Preferred

Social Service

2

Leadership

3

Interest

Least Preferred

Salary

Security

Independence

FATHER'S PERCEIVED JOB VALUES - MFGL GAROS

Most Preferred

Leadership

Salary

Fame

Least Preferred

Interest

Security

Independence

MOTHER'S PERCEIVED JOB VALUES - MFGL GAROS

Most Preferred

Interest

Social Service & Not required
to work hard

Least Preferred

Security, Salary
& Fame

Self Expression

Discrepancy between Student's Job Values and the Perceived Job Values of Father and Mother

The reader may like to refresh his/her memory about how the discrepancy scores were worked out by referring to the chapter on Variables and Their Assessment.

Discrepancy between Student's own and Father's Perceived First Job Value

The three tribes belonging to pooled urban, rural and NFGL groups do not differ on the variable Discrepancy between Student's Own and Father's Perceived First Job Value before partialling out either age or SES. The FGL also do not differ on the variable before partialling out age but differ at 5% level before partialling out SES. PCC of all the five comparison groups could not be worked out for want of frequencies.

As regards ethnic differences of the FGL before partialling out SES, more Garos (78%) disagree at level three in their job values than the Mizos (60%) and Khasis (55%). Job values of more Khasis (39%) however agree completely with their father's perceived job value than the Garos (17%) and Mizos (none). Almost similar trend has been observed in the case of other comparison groups viz., pooled, urban, rural and NFGL though they do not differ significantly on the variable.

Discrepancy between Student's Own and Father's Perceived Second Job Value

The three tribes belonging to pooled, urban and NFGL groups do not differ with respect of the Discrepancy between Student's Own and Father's Perceived Second Job Value before partialling out age and SES separately.

PCC could not be worked out for want of more frequencies
in both/^{the}cases.

The three tribes belonging to rural group differ at 1% level on the variable before partialling out age. PCC could not be worked out for want of frequencies. The groups also differ at 1% level on the variable before partialling out SES and differ at 5% level after the partialling. This shows that ethnic differences persist after partialling out SES. This also implies that SES is also associated marginally with the variable. As regards ethnic differences in rural group, more Mizos (93%) and Garos (86%) disagree at level three on the variable than the Khasis (46%). However more Khasis (48%) disagree at level one on the variable than Mizos (7%) and Garos (5%). Among the three tribes, job values of almost a negligible number of students agree with the perceived job value of their fathers.

As far as the SES differences are concerned, job values of more Khasis of lower SES (48%) disagree at level three (complete disagreement) with their father's perceived job value than the students of higher SES (39%). More Mizos of higher SES (100%) disagree at level three on the variable than the Mizos Students of lower SES (89%). Job values of more Garos of lower SES (88%) also disagree at level three on the variable with the corresponding job values of their fathers than the job values of students of high SES (83%).

The three tribes belonging to FGL group do not differ on the variable before partialling out age but they do differ at 1% level before partialling out SES.

PCC could not be worked out in both the cases due to a small number of frequencies. As regards ethnic differences in the group, Job values of more Garos (78%) disagree at level three with their father's perceived job value on the second choice than Mizos (60%) and Khasis (49%). More Khasis (45%) however disagree at level one on the variable than Garos (11%). However, negligible number of Khasis and Garos agree on the variable as compared to Mizos (20%).

The analyses of five comparison groups reveal that all the three tribes disagree either at level three or at level one with respect of their own and father's second perceived job value.

Discrepancy between Student's Own and Father's Perceived Job Value : Third Choice

The three tribes belonging to pooled and MFGL groups do not differ on the variable Discrepancy between Student's Own and Father's Perceived Job Value : Third Choice either before or after partialling out age and SES separately. This indicates that neither ethnicity nor age, nor SES is associated with the variable. Almost similar trend is found in the case of urban and FGL groups. However PCC could not be worked out for urban and FGL groups after controlling age and for FGL group after controlling SES due to a very small number of frequencies.

The three tribes belonging to rural group differ at 5% level on the variable before partialling out either age or SES. PCC could not be worked out when

however

age is held constant for want of frequencies. They do not/ differ on the variable after partialling out SES. This indicates that ethnic differences cease to exist after partialling out SES. This also indicates that SES of students is associated with student's own and father's perceived third job value. As regards the SES differences, job values of a large number of Khasis of lower SES (50%) disagree at level three with their father's perceived job value than the students of higher SES (46%). Garos also disagree at level three almost similarly. Whereas more Mizos (83%) of higher SES disagree at level three on the variable than the students of lower SES (67%). Khasis and Mizos also disagree at level two on the variable similarly as being observed in the case of level one. Job values of none of the Garos of lower SES and 17% of higher SES agree with the corresponding job value of the father.

The analysis clearly indicates that the three job values of all the three tribes in larger proportion disagree at level three with their father's corresponding perceived job values. However, the degree of discrepancy between student's own and father's perceived job value increases from their first choice to third choice.

Discrepancy between Student's Own and Mother's Perceived Job Value : First Choice

The three tribes belonging to pooled and NFGL groups do not differ on the variable Discrepancy between Student's Own and Mother's Perceived Job Value : First Choice, both before as well as after partialling out either age or SES. This indicates that neither ethnicity nor age, nor SES is associated with the variable. Almost

similar trend has been found in the case of urban and rural groups except that PCC could not be worked out for both the groups after controlling age and for rural group after controlling SES. However, the three tribes belonging to FGL group differ at 5% and 1% level on the variable before partialling out age and SES respectively. PCC could not be worked out in both the cases for want of more frequencies. As regards ethnic differences, job values of more FGL Garos (72%) disagree at level three (complete disagreement) with their mother's perceived first job value: than the Mizos (60%) and Khasis (49%).

Discrepancy between Student's Own and Mother's Perceived Job Value : Second Choice

The three tribes belonging to urban and NFGL groups do not differ on the variable Discrepancy between Student's Own and Mother's Perceived Job Value : Second Choice, either before or after partialling out age and SES separately. However, PCC could not be worked out in the case of urban group after controlling age for want of more frequencies. This shows neither ethnicity nor age, nor SES of the groups is associated with the variable.

The three tribes belonging to pooled group do not differ on the variable either before or after partialling out age. This shows neither ethnic differences nor age is associated with the variable. The group also do not differ on the variable before partialling out SES but differ at 5% level after the partialling. This indicates that the job values of the three tribes are not associated primarily with the ethnicity, but they

are associated with SES of students. As far as the SES differences are concerned, second job values of more Mizos of higher SES (85%) disagree at level three with their mother's second perceived job value : than students of lower SES (39%). Mizos of lower SES (33%) disagree at level one on the variable from the students of higher SES (8%). Like Mizos, Khasis also disagree at level three. More Khasis of lower SES (31%) disagree on the variable at level two than the students of higher SES (19%). Garo of both SES by and large equally (84%) disagree at level three on the variable.

The three tribes belonging to rural group differ at 1% level on the variable before partialling out age. PCC however /could not be worked out for want of more frequencies. The groups also differ at 1% level on the variable both before as well as after partialling out SES. This indicates that ethnic differences persist even after the partialling. This also implies that SES of students is not associated with the discrepancy score. As regards ethnic differences, more Garos (86%) disagree at level three on the discrepancy score from Mizos (67%) and Khasis (45%). **More Khasis (45%) disagree at level one than Mizos (13%).** More Mizos (13%) and Khasis (16%) however agree with their mothers in comparison to Garos (4%).

The three tribes belonging to FGL group differ at 1% level on the variable before partialling out age and at 5% level before partialling out SES. PCC could not be worked out in both the cases for want of more frequencies. As regards ethnic difference among FGL, almost similar trend has been observed as found in the case of rural group.

The analyses of all the five comparison groups indicate that the second job values of all the three tribes disagree maximally either at level three or at level one with their mother's second perceived job value.

Discrepancy between Student's Own and Mother's Perceived Job Value : Third Choice

The three tribes belonging to pooled and NFGL group do not differ on the Discrepancy between their Own and Mother's Perceived Job Value : Third Choice either before or after partialling out age and SES separately. This shows neither ethnicity nor age, nor SES is associated with the variable.

The three tribes belonging to the urban area differ at 1% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies. As regards ethnic differences a larger number of urban Khasis (77%) and Garos (71%) disagree at level three on the variable than the Mizos (40%), whereas more Garos (24%), and Mizos (20%) as compared to Khasis (9%) disagree at level two. More Mizos (40%) however than Khasis (6%) disagree at level 1. This shows ^{that} job values of urban students differ maximally with their mother's perceived job values either at level 3 or at level 2.

Urban students differ at 1% level on the variable before partialling out SES and at 5% after the partialling. This indicates that ethnic differences persist after the partialling. This also implies that SES of urban students is also associated marginally with the variable.

The trend of ethnic differences is almost the same as has been found in the case of age. As regards SES differences, Khasis students of both SES categories disagree at all levels almost similarly. More Mizos of higher SES (43%) disagree at level three on the variable than the students of lower SES (33%). Whereas more Mizos of lower SES (33%) disagree at level two than the students of higher SES (14%). Also more Mizos of higher SES (42%) disagree at level one than the students of lower SES (11%). In the case of Garos also, the same trend has been observed which exists among Mizos.

The three tribes belonging to rural area differ at 5% level on the variable before partialling out age, but do not differ significantly after the partialling. This indicates that ethnic differences cease to exist after the partialling. This also indicates that age of the student is associated with the variable. As regards the age differences, more Khasis of lower (50%) and middle (53%) age categories disagree at level three than the students of higher (22%) age category. Among the Khasis, almost reverse trend is found in the case of discrepancy score at level two. However almost similar trend has been found in the case of Mizo students. More Garos of middle age category (58%) disagree at level three than the students of lower (50%) and higher (50%) age categories. Almost similar trend has been found at level two. A larger number of Garos of higher age category (33%) agree completely in comparison to students of middle age category (8%).

The tribes belonging to rural area differ at 5% level on the variable before partialling out SES but differ at 1% level after the partialling. This indicates that ethnic differences persist after the partialling. This also indicates that SES of students is also associated marginally with the variable. As regard ethnic differences, more rural Mizos (80%) and Garos (55%) disagree at level three on the variable than the Khasi (41%). The reverse trend is found in the case of discrepancy at level two. As regards the SES differences, more rural Khasi students of lower SES (50%) disagree at level **three on the variable** than the students of higher SES (38%). Whereas more Khasis of higher SES (23%) agree on the variable in comparison to students of lower SES (6%). Among Garos and Mizos, almost reverse trend is found at level three as has been observed in Khasis. Job values of no Mizo student agree with their mother's perceived job value. Among Garos and Mizos almost similar trend is found at level two as observed among Khasis at level three.

Summary and Conclusions

The study reveals that there are demographical differences in the three tribes viz Khasi, Garo and Mizo of Meghalaya. These tribes vary with respect to their SES and age. The Khasis and Mizos belong to higher SES than the Garos whereas Garos by and large belong to the lower SES. Khasis belong to lower age category than Garos and Mizos particularly in the urban areas. Perhaps the Khasi parents are more enlightened as they send their children to school at an early age than the other two tribes. Khasis' higher SES is further substantiated

by the information that their parents are engaged in business and occupational fields. Since the Khasi parents belong to higher SES group, they are sufficiently educated to understand the importance and need of education. Hence they are concerned about their children's education more than the Garo and Mizo parents. In the rural area however Garo parents show more involvement in their child's education and try to provide more facilities in the home for study.

Helping the parents at home is not uncommon in the state. Rather it is a rule, and children of all the three tribes help their parents at home irrespective of their age and SES.

Micro level ethnic differences have also been found in the field of the father's occupation. Khasi fathers are mainly engaged in business contact and organization, fathers of Mizos in organizational and those of Garos are engaged in the outdoor fields. As a result of the higher SES and higher level of father's occupation, it has been found, that again Khasi students surpass the other two tribes on n-Ach.

Inter tribal differences also show up on almost all problem areas. Khasis face more problems in the areas of social and recreational activities, finance and living conditions, home family and sex, vocational and educational future and aggregate of problems whereas Garos face more problems of adjustment to school.

Though Khasis have higher level of general mental ability, the three tribes do not differ on school achievement. Khasis seek less help from their friends

in their homework. This may perhaps be due to their own high mental ability that they do not need their friends' help in doing their homework. Also, they do not follow any fixed routine for doing the homework.

As far as their educational and vocational planning is concerned all the three tribes are almost at par. They all have more than average information about expected occupation. They expect to enter the preferred occupations. Which are mostly in the fields of service, organisation, science, and general and cultural at the first and second levels i.e. high levels. They also want to study further. This indicates high level of educational and vocational aspiration of the tribal students. Garos have more acquaintances who are working in their expected fields of occupations. However, Khasis and Mizos of the lower SES have more occupational role models.

As far as the influence of the family on the educational and vocational planning is concerned, it has been found that parents and siblings have important influence on the students.

However, it has been found that the greatest influence is exercised by the mother on all the three tribes except in the case of FGL group where the influence varies from tribe to tribe. This may be because these tribes are matriarchical. The father and the siblings exercise second and third influence respectively. Moreover the students of all the three tribes also perceive that their parents take interest in their vocational planning which indicates that the

parents really play an important role in the vocational development of their children. This is the phenomenon found generally in other parts of the country also and the North Eastern Hill tribal culture is also influenced by it. Age and SES do not have any effect on the family's influence in the case of all the three tribes.

Though the students' vocational plans are influenced by their parents' thinking, their job values are independent of their parents' perceived job values. Infact the students' job values disagree with their parents' perceived job values, and the degree of discrepancy increases as the choice increases. This shows that students of all the three tribes irrespective of age and SES hold job values, independent of their parents' perceived job values.

To sum up we can say that though the three tribes do not differ much in respect of various dimensions, Khasis by and large have an edge over Garos and Mizos. This may be because Khasis are the predominant native tribe of Meghalaya who are well settled and developed in the state and thus are slightly advantaged as compared to Garos and Mizos.

CHAPTER 7

SEX COMPARISONS

CHAPTER 7

SEX COMPARISONS

In this study of sex differences among tribal students, the sample size of the tribals is 257, of which 147 are boys and 110 are girls. However due to no response information on different variables of the study, the sample size differs from variables to variable.

Inspection of the data shows that boys and girls in these samples differ on age and SES. The boys are in greater proportion than the girls in the older age group, whereas the girls are in greater proportion in the middle and younger age groups. The boys are in greater proportion in the middle and younger age groups. The boys are in greater proportion than the girls in the lower SES category, and vice versa in the higher SES category. Sex differences on these two variables which have been partialled out while studying sex differences on the dependent variables have to be kept in mind while interpreting the findings regarding the latter.

Tables 3.1.1 to 3.1.4 in Appendix A give details of the analyses of sex differences among tribal students.

Subset I: Home Background Variables

Parents' Involvement in Child's Education (PICE)

The male and female tribal students do not differ significantly on the Parents' Involvement in Child's Education (PICE) when age and SES are simultaneously controlled.

Facilities in the Home for Study

Tribal boys and girls differ significantly at 5% level with regard to the facilities for study available to them in the home. Inspection shows that the mean for males is marginally higher than that for females, both before and after partialling out the effect of age and SES. This indicates that the male students get more facilities for study in the home than the female students. This happens inspite of there being no difference in the Parents' Involvement in the Child's Education as between boys and girls. The greater facilities for study made available to the boys among the tribals of Meghalays reflect the Indian tradition of valuing boys more than girls and making more of the family resources available to them for their studies.

Helping the Parents

Tribal boys and girls do not differ with respect to helping the parents at home, either before or after partialling out the effect of age and SES, one at a time. As mentioned earlier, there is no student who does not do housework. In fact very few students reported that they devote less than one hour daily in helping their parents, irrespective of their age and socio-economic status. The majority of students report devoting at least two hours for this purpose.

Father's Occupation: Field

The results reveal that the boys and girls do not differ significantly with regard to the field of their father's occupation. The data reveal that the fathers

of both the groups are predominantly engaged in business contact, organisation and outdoor occupations.

Subset II : Psychological Characteristics

n-Ach : Sex difference was not found on n-Ach.

Problems

Tribal boys and girls differ only on three of the ten problem areas, at the 1% level of significance. These areas are: home, family and sex, personal psychological relations, and vocational and educational future. Girls have a greater number of problems than boys in all these three areas. Age and SES do not have a significant bearing on the problems of either sex as the average number of problems does not change after simultaneously partialling out the effect of these covariates. Sex difference at 5% level of significance was also found on the aggregate of problems, the girls reporting more problems. This difference may be due to the highly significant difference in the three problem areas mentioned above.

Future and Past Time Perspective

Tribal boys and girls were compared on Future Time Perspective, Past Time Perspective, Pleasant Feeling Tone of Future Events, and Pleasant Feeling Tone of Past Events, after controlling simultaneously for age and SES. The groups did not differ significantly on any of these variables. Both groups attach pleasant feeling tone to most of their future events. But for past events the ratio of pleasant to unpleasant is about 4:3.

General Mental Ability

The sample size for comparison on this variable was 80 boys and 30 girls. The tribal boys and girls do not differ on general mental ability as measured by Reven's Progressive Matrices.

Interests

Tribal boys and girls differ significantly on two of the seven interest areas, viz., Mechanical and Aesthetic., when Age and SES are simultaneously controlled. The tribal boys have higher interest in mechanical field than do the tribal girls. This area ranks third among boys but sixth among girls on the other hand tribal girls score higher than boys on Aesthetic Interest. This area stands second in ranking of their interest whereas for boys it stands fourth. Age and SES have very little effect on any of the interest areas. The interest areas of the tribal boys are in the following order: (1) Scientific, (2) Social, (3) Mechanical, (4) Aesthetic, (5) Clerical and (7) Outdoor. The interest areas of tribal girls rank as follows: (1) Scientific, (2) Aesthetic, (3) Social (4) Business, (5) Clerical, (6) Mechanical and (7) Outdoor. Both the groups indicate Scientific as the highest interest area and Outdoor as the lowest. Social area ranks second or third. This is in contrast to the fact that scientific and technical occupations are to be found in very limited numbers in Meghalaya whereas outdoor occupations predominate. This may be a reflection of the high value placed on scientific and technical knowledge and occupations in the present day world, including India. Disliking of outdoor occupations may

also be due to the fact that these occupations are strenuous and less remunerative, and traditional occupations for this State, whereas young people's self-concept is that they are modern in outlook.

Subset III : Schooling

Liking School and Perception of School Climate

Tribal boys and girls do not differ significantly on Liking School and Perception of School Climate, when age and SES were simultaneously controlled. Inspection of the Means and the range indicates that both the groups like the school. As regards school climate, both the groups perceive it with ambivalence. Many of the items contributing to Perception of school climate pertain to teachers.

School Achievement

Tribal boys and girls differ at 1% level of significance on the aggregate school marks, when age and SES are simultaneously controlled. The boys get higher marks than the girls. One may recall that the groups do not differ significantly on the general mental ability score. The higher achievement of the boys may be due to the fact that they are getting more facilities for study at home than the girls. Age and SES of students do not significantly affect school achievement as the marks do not change after partialling out the effect of the covariates. Both the groups differ significantly at the 5% level on their achievement, in mathematics and science, with the boys scoring higher than the girls. This is no different from the pattern of academic achievement found all over the world, which is a learnt pattern and not due to inferior genetic endowment. The two groups also

differ significantly on domestic science and on Mizo language. However the number of observations for these two variables being very small, the estimate of means, etc., cannot be considered reliable. Moreover domestic science has been taken up mainly by girls. The two groups do not differ significantly in their achievement on other subjects, viz., English, History, Geography, Hygiene and Hindi.

Friends' Help In Homework

Tribal boys and girls do not differ significantly on the variable Friends' Help in Homework, either before or after partialling out the effect of age and SES separately. Quite a number of students of both the groups take friends' help in homework, only a negligible number take help occasionally, and 40% to 60% boys and girls do not take their friends' help, irrespective of age and SES.

Hours of Homework

Sex difference showed up on this variable at the 5% level of significance before partialling out age and SES separately. However, when age was controlled, the groups ceased to differ. This indicates that Hours of Homework is associated with age and not primarily with sex. Inspection of the table indicates that age and Hours of Homework are, on the whole, inversely related in the boys' group. The same trend was observed for the girls. In both groups about 40% spend more than 10 hours per week on homework. But twenty percent of the boys and 8% of the girls spend two hours or less per week.

When SES was controlled, sex difference persisted at the 5% level, which indicates that SES has no effect on Hours of Homework. Inspection of the table (before partialling out) reveals that the boys are fairly evenly spread over all the categories of Hours of Homework whereas the girls are more clustered in the middle three categories rather than the extreme ones. It is observed that 4.7 per cent of tribal boys of high SES spend more than 10 hours per week on homework; and only 34 per cent spend five hours or less. This trend was not observed for the low SES boys. Among high SES girls, 23 per cent devote more than 10 hours per week to homework, and 36 per cent devote five hours or less. But among low SES girls, 48 per cent devote more than 10 hours and 34 per cent devote five hours or less.

Fixed Time for Homework

The **boys** and girls do not differ significantly on the variable Fixed Time for Homework before or after partialling out the effect of age and SES. Sixty seven percent of the boys and 75 per cent of the girls responded that they do have a fixed time for homework.

Subset IV: Educational and Vocational Planning Information about Expected Occupation

Tribal boys and girls do not differ significantly, after partialling out age and SES simultaneously, on any of the six variables pertaining to information About Expected Occupation, viz., 1) Nature of work in the Expected Occupation, 2) Entry Qualification for Expected Occupation, 3) Type of Special Training required for

Expected Occupation, 4) Duration of Special Training Required for Expected Occupation, 5) Name and Location of Institute imparting such Special Training, and 6) Extent of Information about Expected Occupation.

Inspection of the means obtained by boys and girls on each of the five variables as well as the aggregate score for the Extent of Information (21.06 for boys, 21.85 for girls, the obtained as well as possible range being 0-30) reveals that, both before as well as after partialling out age and SES simultaneously, these means are above the midpoint of the range. It thus appears that these boys and girls do have a fairly good amount of information.

Information regarding the type and duration of the special training required for the expected occupation appears however to be less adequate than information about the other variables.

Expectation of Entering the Preferred Occupation

Boys and girls do not differ significantly on the variable Expectation of Entering the Preferred Occupation, before or after partialling out the effect of age and SES separately. This indicates that there is no association between sex and this variable, nor do age and SES have any significant bearing on the expectation of entering the preferred occupation. Barring a few, most of the students report that they expect to enter their preferred occupation.

Expected Occupation: Field

Boys and girls differ on this variable at 1 percent level of significance before partialling out the effect of

age, and at 5 per cent level after the partialling. This indicates that the occupational field which the student expects to enter is primarily associated with sex and not with age.

However age has a marginal effect. In the age group upto 1.74 months 37.5 percent of the boys expect to enter occupations in science, 21.9 percent in technology and 15.6 per cent in service. In the age group 175-199 months, 41.7 per cent boys expect to enter occupations in science, 18.8 per cent in general and cultural fields, and 14.6 in service. In the age group 200 months and above 36.2 per cent boys expect to enter occupations in the organisational field, 19.2 per cent in the general and cultural field, and 14.9 per cent in service. The oldest boys do not expect to go in for Science, which seems to be fairly realistic, considering that the oldest boys in any class are likely to be the least intelligent or the least motivated. Only the youngest boys expect to enter occupations in technology, whereas boys in the other two age groups expect to enter the general and cultural fields. Only a small percentage in all the age groups expect to enter service occupations. About 25 to 30 percent of the boys mention occupations in other fields.

Girls in all the age groups expect to enter occupations in science, general and cultural, and organisational fields in that order of frequency. In the youngest age group the percentages for these fields are 64.5, 12.9 and 12.9 respectively. In the middle age group the percentages are 44.2, 30.2, and 18.6 respectively. For the oldest

girls the percentages are 35.0, 30.0 and 25.0 respectively. However science is the expected field for the youngest girls far more frequently, whereas general and cultural, and organisational, are the expected fields for girls in the middle and older age groups more frequently.

Sex difference on expected occupational field was found at 1% level of significance before partialling out SES as well as after partialling out. This indicates that expected occupational field is primarily associated with sex and not with SES. The sex difference is of the same nature as in the chi-square before partialling out age. However inspection shows that SES has a marginal effect: boys and girls of higher SES expect to enter occupations in science in a large proportion than those of low SES. Boys of both SES have equal expectation for the organisational field: whereas among girls those with high SES expect to enter the organisational field in greater proportion as compared to girls of lower SES. The latter expect to enter the general and cultural field in greater proportion.

Expected Occupation: Level

The boys and girls do not differ on the variable Level of Expected Occupation, before or after partialling out the effect of age and SES separately. This shows that there is no association between sex and this variable, and that age and SES also do not have significant effect. However it has been observed that as age increases there is a trend to opt for somewhat lower level (level two) occupations. Inspection also shows that boys of lower SES expect to enter third level occupations in marginally

greater proportion as compared to boys of higher SES who confine themselves to the first and second levels. Girls of both the SES, in almost equal proportion, expect to enter first and second level occupations.

Family Influence on Vocational Planning: Greatest Influence

The boys and girls differ at 5% level of significance on this variable before partialling out the effect of age, but do not differ after partialling out. This indicates that the variable is associated with age and not with sex. Students of both sexes are mostly influenced by their father, next by their mother, and lastly by their brothers and sisters. Inspection reveals that as age increases the boys are more influenced by their fathers and less by their mothers and siblings; whereas no clear trend is observable for girls. Inspection also shows that in the age group below 174 months the girls are somewhat less influenced than the boys by their fathers but more influenced by their mothers and siblings.

Boys and girls differ at 5% level of significance on the greatest influence from within the family on their vocational planning, before as well as after partialling out the effect of SES. The difference is thus associated with sex and SES does not have a significant effect. Boys as well as girls are however influenced firstly by fathers, secondly by mothers and lastly by their siblings, which shows that there is also considerable similarity between the boys and girls. Inspection also shows that among boys those of higher SES are influenced in greater proportion by their fathers

than those of lower SES, whereas the direction is reversed for the influence of siblings. But no clear trend associated with SES is visible for girls. Boys are influenced in greater proportion than girls by their fathers, whereas the proportions are reverse for the mother's influence.

Family Influence on Vocational Planning, Second Greatest:

The boys and girls do not differ on the variable before partialling out the effect of age, but they differ at 5% level after the partialling. This indicates that difference on this variable is not associated with sex but with age. The mother appears to be exercising the second greatest influence on the students' vocational planning. Most of the boys of younger age group (80%) discuss their vocational plan with their mother. This proportion declines for the middle age group (38%), and again rises marginally for the higher age group (47.5%). This effect of age does not show up in the case of girls.

Perception of Father's Thinking about Expected Occupation

The tribal boys and girls do not differ significantly on the perception on their father's thinking about their expected occupation, either before or after partialling out the effect of age and SES separately. Both groups have indicated that their fathers have either advised or at least approved the occupation expected by them. Very few Ss in both the groups have indicated that they have not discussed with their father, or that he neither approved nor disapproves, or that he does not approve of it.

This indicates the important role of the father in the vocational planning of tribal boys as well as girls.

Perception of Mother's Thinking about Expected Occupation

The boys and girls differ at 5% level of significantly on the perception of mother's thinking about expected occupation, before partialling out the effect of age. PCC could not be worked out while controlling age. Here again we observe that very few boys as well as girls respond in terms of the three categories mentioned above, which indicates that their vocational planning is not independent of the mother's influence. The boys are however relatively more independent of their mother's thinking about their expected occupation in comparison to the girls. The groups differ at 1% and 5% level of significance respectively, on the perception of mother's thinking about expected occupation, before as well as after partialling out the effect of SES. This indicates that the students' perception of their mother's thinking is associated with sex rather than with SES. A higher proportion of boys than of girls was observed to indicate one of the three response categories indicative of independent vocational planning, but even among the boys this percentage is quite low. The majority of boys as well as girls responded either that they had themselves thought of their expected occupation but their mother approved of it, or that the mother herself advised it, the proportion of girls being higher than that of boys. We therefore conclude that the boys are more independent of their parents' thinking than the girls in their vocational planning. SES however appears to have marginal

effect on the boys' planning: boys of higher SES show more independence from their mother's thinking than do boys of lower SES. SES effect is however not observable among girls.

Educational Aspiration

Tribal boys and girls differ at 5% level of significance before partialling out the effect of age and SES separately, but they do not differ significantly after partialling out. This indicates that age and SES rather than sex affect educational aspiration. None of the tribal boys and girls want to terminate their education immediately. Some sex-related trends are however observable. Only a negligible percentage (3%) of boys expect to terminate their studies in two years or less, whereas 12% of the girls expect to terminate so early. A higher percentage of boys (44%) than of girls (35%) expect to continue their education beyond another eight years. Within each of the SES categories also, inspection shows that the boys have a higher level of educational aspiration than the girls.

As regards the effect of age, it is observed that boys as well as girls of age below 174 months expect to complete their studies in another five to eight years only, in greater proportion than do their counterparts in the age group above 200 months; the latter expect in greater proportion to study for more than eight years after passing class 9. Age is thus observed to be positively related to level of educational aspiration. The reason for this is not clear. One possible reason may be that the older students, being

closer to the point of actual occupational choice and entry than the younger ones, are more aware of the positive relationship between level of education and level of occupation, and are thus more motivated to continue their education for a longer period. As regards SES effect, inspection of the data shows that the tribal boys in both the SES groups have almost similar educational aspiration, except that 4.7% of lower SES boys plan to terminate their studies within two years whereas none of the higher SES boys plan to do so. Conversely boys of higher SES plan in larger proportion (34%) in comparison to boys of lower SES (29.4%) to continue their education for at least another five to eight years. The girls of lower SES plan in larger proportion (19%) in comparison to girls of higher SES (2%) to terminate their education within two years. Whereas girls of higher SES plan in larger proportion (42% and 37.5%) respectively in comparison to girls of lower SES (34% and 28.3% respectively), to study for another 5 to 8 years or more than eight years. SES is thus seen to be positively related to level of educational aspiration in tribal boys as well as girls.

Discrepancy in Job Values Between Student's Own and Father's/Mother's Choices

The boys and girls do not differ significantly with respect to their first and third choices of job values and their perception of their father's and mother's corresponding choices of job values, either before or after partialling out the effect of age. They do differ at 5% level of significance over their second choice

before partialling out the effect of age, but do not differ after partialling out.. There is no difference as regards the mother's second choice.

We conclude that differences on all the discrepancy scores are not associated with sex, nor, by and large, with age: Inspection of the data reveals that, among both boys and girls the highest proportion show the highest degree of discrepancy (third level) with the perceived job values of their parents. However another trend also observed is that the degree of discrepancy increases from the student's first choice to the third choice. Reviewing all these trends comprehensively, it appears that boys as well as girls show a considerable degree of discrepancy between their own job values and those perceived to be the values of their parents, in respect of all their three choices, though it is least for their highest job values. This suggests that parental influence affects, though only to a limited extent, the student's highest job value.

As regards the effect of SES, boys and girls do not differ significantly on discrepancy pertaining to their highest as well as third highest job value, and the values of their fathers, both before and after partialling out SES. On their second choice however there is a difference significant at the 5% level, before as well as after partialling out the effect of SES. This shows that there is a sex difference and that SES does not have significant effect on discrepancy regarding second choice. It was observed

that the maximum proportion of boys as well as girls, in both the SES groups, show discrepancy at the third level (the highest degree). However the proportion of boys showing this discrepancy is higher than the proportion of girls.

As regards perception of mother's values, there is no significant sex difference in the discrepancy scores pertaining to any of the three choices of the students either before or after partialling out SES.

We therefore conclude that neither sex nor SES is associated with discrepancy between the tribal students job values and the perceived values of their fathers or mothers.

Summary and Conclusions

This study of sex differences among tribal students reveals that the boys and girls are more similar to, than different from, each other in respect of their home background, psychological characteristics, schooling, and vocational planning characteristics. This shows that because of their tribal culture, similar child rearing practices among all the tribal families and common environment, all tribal children grow in the similar type of homes, develop similar behaviour patterns and personality characteristics.

Sex difference however emerged with respect to certain characteristics like facilities in the home for studies, school achievement, and scientific and mechanical interests. Boys are superior on these. They also show higher educational aspirations than the girls though their general mental ability is the same as that of

the girls. It may be possible that because of their higher educational aspirations, they are motivated to achieve better in school. This may also be due to more facilities for study available to them and the expectation of the society from them.

SES & age of the students do not affect many characteristics of these students but the effect of age can clearly be seen on the vocational development of tribal students. It has also been established by various studies such as those of Ansell & Hansell, 1971; Westbrook & Parry Hill, 1973; Crites, 1973; Super & Forrest, 1972; Parlikar, 1973; Reddy, 1974; Smith, 1975; Achebe, 1975 and Agarwal, 1981 etc. that adolescent vocational maturity increases systematically with age and grade. It is clear from the study that as the age of the students increases they tend to opt somewhat lower levels of occupations. This may indicate that with age vocational planning becomes more realistic. At younger age, students think of occupations at fantasy level but become more realistic with age. Sex differences are evident on this variable with girls showing higher level of occupations than boys. This indicates girls' higher level of occupational aspirations. This perhaps points towards the unrealistic vocational planning of girls. It may, however, be possible that since girls by and large come from better homes, they have higher level of occupational aspirations as has been pointed out by Crites that attitudes concerning occupations are learnt through identification with the social class to which the individual belongs.

The study also reveals that the family members particularly father and mother and older siblings, both in the case of boys and girls play a vital role in their vocational development and their approval of their occupational choice has an important place in their vocational planning.

CHAPTER 8

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PARENTS' EDUCATIONAL LEVEL COMPARISONS

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For the study of differences associated with the levels of parents' education, a sample of 257 tribal students was taken, of which 77 were first generation learners (FGL) and 180 non-first generation learners (NFGL). Out of 77 tribal FGL 55 were boys and 22 girls. Of 180 tribal NFGL 92 were boys and 88 girls. As in other comparisons, here also, due to a large number of "no information" responses/cases, the sample size varies from one variable to another.

It has been observed that the average age of tribal FGL is higher, and their SES lower, than the corresponding averages for NFGL. The boys in the FGL sample were older than the girls. It may be inferred from this that, perhaps due to lower SES, tribal FGL are sent to school at a somewhat older age; and that FGL girls are made to discontinue schooling at an earlier age than FGL boys.

Tables from 3.1. to 3.1.4 and from 3.2.1' to 3.2.4 may please be referred to for the statistics used in the comparisons based on PEL differences among tribal students.

Subset I : Home Background Variables

Parents' Involvement in Child's Education (PICE)

The pooled groups of tribal FGL and tribal NFGL differ at 5% level of significance on the variable Parents' Involvement in Child's Education when the means adjusted simultaneously for age and SES are compared. The adjusted mean of tribal FGL (17.07) is less than the adjusted mean of the tribal NFGL (18.68). This indicates that the parents' education is associated with the variable; the parents of FGL students take less interest in their child's education in comparison to NFGLs' parents. However, increase and decrease

in the score on the criterion of FGL and NFGL respectively suggest that age and SES also affect the variable marginally. The higher age and lower SES of the FGL have marginally adverse effect on the parents' involvement in their child's education, whereas the lower age and higher SES of the NFGL are marginally associated with their parents' involvement in their education. No sex differences however have emerged among the tribal FGL on this variable. This suggests that tribal parents do not differ in the degree of involvement in their child's education according to whether the child is a boy or a girl.

Facilities in Home for Studies

The pooled groups of tribal FGL and NFGL do not differ significantly on the variable Facilities in Home for Study. This is surprising in view of the finding that the tribal FGL are lower on SES than the tribal NFGL. Age and SES do not seem to be associated with the facilities available in the home to either group. However the tribal FGL boys and girls differ at 5% level of significance on the variable, the FGL boys having fewer facilities than the FGL girls. This may possibly be because of the matrilinear nature of the Khasi tribe. However, age and SES of NFGL boys and girls have negligible effect on the provision of facilities in the home for study.

Helping the Parents'

Tribal FGL and NFGL pooled groups, as well as tribal FGL boys and girls, do not differ on the variable Helping the Parents, either before or after partialling out the effect of age and SES separately. (PCC between FGL boys and girls could not be worked out due to want of frequencies in the cells.)

This indicates that FGL as well as NFGL boys and girls help the parents to the same extent, irrespective of their age and SES. Almost all the students report that they devote more than two hours daily in helping their parents. It appears that the low economic status of the tribals necessitates the participation of all members of the family in work.

Father's Occupation: Field

The pooled group of tribal FGL differs from the NFGL at 1% level of significance before partialling out the effect of age, and at 5% level after the partialling. The groups also differ on this variable at 1% level both before and after partialling out SES. This shows that, among tribals, the field of father's occupation is associated with the parents' level of education. From the data it has been observed that fathers of tribal FGL are mainly engaged in outdoor (57.8%) and business contact (15.6%) occupations; whereas the fathers of NFGL are engaged in organization (30.8%), outdoor, (25%), business contact (15.4%) and service (10.2%), occupations.

The data reveal that only a negligible number of FGL belong to the higher SES category.

The analysis for sex differences on this variable among FGL could not be undertaken due to small sample size.

Subset II : Psychological Characteristics

Need Achievement (n-Ach)

Parents' educational level differences were not found on n-Ach.

Problems

The pooled groups of tribal FGL and NFGL differ at 5% level of significance on four of the ten problem areas and on the aggregate of problems. The areas are: health and

physical development, social and recreational activities, personal psychological relations, and curriculum and teaching procedures. It is observed from the tables that tribal FGL have higher mean score on all the problem areas in comparison to NFGL. The groups differ significantly on the aggregate of problems also; the FGL show higher adjusted mean score (70.35) than the NFGL (60.67). This is in the expected direction; the FGL in addition to having parents with lower level of education, by and large belong to poorer homes, and are thus likely to face more problems than the NFGL. Age and SES have negligible effect on the extent of problems. Both FGL and NFGL report the maximum number of problems in the area of vocational and educational future and they do not differ on it. Sex differences among tribal FGL are found at 1% level of significance on problems of personal and psychological relations, with the girls reporting higher mean number of problems (8.25) than the boys (6.27). Age and SES show very negligible effect on the variable.

Time Perspectives

The pooled groups of tribal FGL and NFGL do not differ after partialling out age and SES simultaneously on any of the four variables related to time perspectives, except past time perspective on which the tribal FGL and NFGL differ at 5% level of significance. The mean past time perspective for the FGL (49.98) is more than that of the NFGL (37.62). Sex differences are not found on the variable. Thus tribal FGL boys as well as girls appear to dwell on events in their lives which are chronologically more distant from the present than do the NFGL. But this does not adversely affect the time interval between the present and the possible events in their personal future which they think of, as compared to their NFGL counterparts.

General Mental Ability

Tribal FGL and NFGL do not differ significantly on the general mental ability test scores. It is observed that the mean score of FGL increased and that of NFGL decreased after partialling out the effect of age and SES, which suggests that age and SES affect the mental ability score. This despite the Raven's Progressive Matrices Test being known to be a culture free test. That the lower SES of the FGL should hinder their intellectual development, and the higher SES of the NFGL should facilitate it, is as one would expect. But the association with age appears to be in the reverse direction: the higher age of the FGL and the lower age of the NFGL are associated respectively with lower and higher mental ability scores. This is contrary to the direction of the association which has been usually found by researchers among school-age populations. It can only be explained by the fact that some of the FGL were considerably older than their classmates, and were probably cases of stagnation, caused at least to some extent by lower mental ability. A similar observation has been made in the case of tribal FGL boys and girls.

Interests

The pooled groups of tribal FGL and NFGL do not differ significantly on any of the interest areas. Inspection of the data reveals that the first three interest areas of the FGL are scientific, social, and business; and their areas of least interest are mechanical and outdoor. The first three interest areas of the NFGL are scientific, aesthetic, and social; the areas in which they are least interested are clerical and outdoor. For both the groups scientific and social ^{are} the most preferred areas, and outdoor the least preferred. Age and SES of students have a negligible effect on the interest areas.

Sex differences are also not found on the interest areas, except one, viz., the tribal FGL boys and girls differ at 1% level in the mechanical area, in which the boys have higher mean score (23.95) than the girls (19.13).

Subset III : Schooling

Liking School and Perception of School Climate

The pooled groups of tribal FGL and NFGL, as well as the sex segregated groups, do not differ on the variables Liking School and Perception of School Climate which indicates that parents' educational level does not affect these variables. All the groups show fairly high score (Mean = 9.5) on the variable Liking school which depicts definitely positive attitude towards school. Whereas the groups show an average score (Mean = 6) on the variable perception of school climate. Sex and SES too do not have any effect.

Academic Achievement in School Subjects

Tribal FGL and NFGL pooled groups do not differ significantly on any of the achievement scores except on mathematics, on which the groups differ at 5% level of significance, with the FGL having higher mean score (51.94) than the NFGL (46.63). It is observed that the FGL have marginally higher score in all subjects than the NFGL except in Hygiene and in Garo and Mizo languages. Age and SES of FGL and NFGL have a marginal effect on their school achievement. It is surprising to find that having uneducated parents who cannot help them in their homework has not handicapped these tribal FGL in their school achievement as compared to their tribal classmates having parents with higher level of education.

Sex differences among the tribal FGL showed up at 5% level of significance on achievement in only two subjects, viz., science and hygiene (Science boys; Mean=50.87; girls, Mean = 45.12. Hygiene : boys' Mean =49.93, girls' Mean=41.97). In general FGL boys have marginally higher achievement scores than girls. Age and SES of FGL boys and girls seem to have no significant bearing on their school achievement.

Friends' Help in Homework

The pooled groups of tribal FGL and NFGL differ at 5% level of significance on the variable Friends' Help in Homework, both before as well as after partialling out the effect of age and SES separately. This indicates that parents' level of education affects this variable, and that age and SES of students have no bearing on it. 45.6% of FGL and 34% of NFGL do not take friends' help in doing their homework, and the rest of them do take help irrespective of their age and SES. It may be recalled that Parents' Involvement in Child's Education in the case of FGL is marginally less, and though fewer FGL seek help from their friends in completing homework as compared to NFGL, the FGL show somewhat higher achievement on school subjects as compared to the NFGL.

Sex differences also emerge on the variable. The FGL boys and girls differ at 5% level of significance before partialling out the effect of age and SES separately, with more boys (63.3%) taking help from their friends as compared to girls (31.6%). PCC could not be worked out due to very few frequencies in cells.

Hours of Homework

Tribal FGL and NFGL do not differ significantly on the variable Hours of Homework, either before or after partialling out the effect of age and SES separately. This shows that

parents' level of education does not affect the time devoted to homework by their children. This also indicates that age and SES of tribal students have no relationship with the variable. It has been observed that most of the students devote more than five hours per week for studies at home. In this context we may recall that both the groups spend more than two hours per day in helping their parents, and even then they devote more than five hours per week to studies. Sex differences among tribals are not evident on the variable.

Fixed Time for Homework

Tribal FGL and NFGL do not differ significantly on the variable Fixed Time for Homework before partialling out the effect of age, but differ significantly at 5% level after removing the effect of age. This indicates that age, and not the parents' education, is associated with having a fixed time for homework among tribal FGL and NFGL. 61.3% FGL and 74.5% NFGL have a fixed time for doing homework. It has been found that more FGL students in the younger age group (80%) than in the older (53%) and the middle (67%) age groups have a fixed time for studies at home. Among the NFGL however the trend is reverse, i.e., more older NFGL (85.7%) have fixed time for this purpose than the younger (68%) and the middle 77.4% groups. Sex differences have not been found on the variable.

Subset IV: Vocational Planning

Information about Expected Occupation

Pooled groups of tribal FGL and NFGL, as well as sex segregated groups, do not differ significantly on various aspects of the variable, Information about Expected Occupation, which includes information regarding nature of work, entry qualification, type of special training, institute where such

training is available, and extent of information about expected occupation. The mean scores of all the groups are above the average of the maximum possible range, and are more or less the same (Mean score FGL, 22.0; NFGL, 21.0; boys, 21.0; girls, 22.0). This indicates that all the groups have fairly good information about the expected occupation, and neither the parents' educational level nor the student's sex is associated with it.

Expectation of Entering the Preferred Occupation

The pooled groups of the tribal FGL and NFGL do not differ significantly on the variable Expectation of Entering the Preferred Occupation before partialling out the effect of age. 85.3% of the FGL and 90.2% of the NFGL expect to enter their preferred occupation. The groups do however differ at 1% level after the partialling. This indicates that expectation of entering the preferred occupation is not associated with the level of parents' education but with age. It has been observed that as the age of FGL increases, their expectation of entering the preferred occupation also increases. 60% of younger, 86% of middle, and 92% of higher age group FGL expect to enter their preferred occupation. Similar proportions were observed among the NFGL.

After controlling the effect of SES, it is clear that a large proportion of FGL students of lower SES (88.6%) expects to enter the preferred occupation. Since there are very negligible number of FGL in the higher SES; we cannot say anything about them. The SES of NFGL students does not have any significant effect. Sex differences do not show up on the variable either before or after partialling out the effect of age and SES separately.

Expected Occupation: Field

The pooled groups of tribal FGL and NFGL differ at 5% level of significance in respect of the Field of Expected Occupation before partialling out the effect of age, but do not differ significantly after removing the effect of age. This indicates that the variable is associated with the age of students and not with the level of parents' education. Both the groups expect science, (FGL 28.1%, NFGL, 43.3%), organisational (FGL 21.9%, NFGL 17.8%), business contact (FGL and NFGL 20%), and general and cultural fields (FGL, 11%, NFGL 2%). As far as the effect of age is concerned it has been found that a greater proportion of FGL belonging to younger age group (50%) expect science than those belonging to middle (36.4%) and higher (15.6%) age groups. FGL of older (34.4%) and middle (13.6%) age groups expect organizational field, whereas none of the younger FGL has expressed expectation for this field. General and cultural field is expected more by the middle age group (27.3%) than by the younger (10%) and older (18.8%) FGL. Among NFGL also almost the same trend is evident.

SES of students also affects the Field of Expected Occupation. The FGL of higher SES expect only organizational (50%), science (25%), and service (25%) fields and reject all other fields. FGL students of lower SES expect organizational (22%), science (26%), and general and cultural (25%) fields almost equally. The lower SES NFGL however expect science (45%), general and cultural (35%), service (9.5%), and organizational (11%) fields. The NFGL of higher SES report science (42%) organizational (21%), service (18%), and general and cultural (14%) as fields of expected occupation. There are no sex differences on the variable.

Expected Occupation: Level

Pooled groups of tribal FGL and NFGL do not differ significantly in respect of the Level of Expected Occupation before partialling out the effect of age. They however differ at 5% level of significance on the variable after the partialling. It thus appears that age and not the parents' education affects the level of expected occupation. In the case of both FGL and NFGL, as age increases, the preference for the first level (higher professional and managerial) occupations decreases, and the expectation for second level occupations increases. This suggests that the occupational aspiration becomes more realistic with age.

FGL and NFGL however do not differ on the variable either before or after partialling out the effect of SES. This shows that SES also does not have a significant effect. Sex differences do not exist on the variable, and age and SES do not have any bearing on them.

Occupational Role Model

The pooled groups of tribal FGL and NFGL differ at 1% level of significance on Occupational Role Model before controlling the effect of age, and at 5% level after the partialling. This indicates that the level of parents' education is associated with the variable. It may be noted that after partialling out the effect of age the FGL seem to be influenced to a lesser extent (47.8%) by role models in their vocational planning as compared to the NFGL (68.4%). However age also has some bearing on this variable. With increasing age the FGL's vocational planning seems to be less influenced by acquaintances working in the particular occupational field. Among the NFGL however it is found that

students of all the age groups are more or less equally influenced by occupational role model in their vocational planning.

SES however does not show significant effect on FGL and NFGL in respect of Occupational Role Model, as the groups differ at 1% level of significance on the variable both before as well as after partialling out the effect of the covariate. This indicates that the effect of parents' educational level persists. The highly significant difference between the two groups is probably due to the fact that higher SES FGL are very few, and all of them have occupational role models; 43.5% of lower SES FGL report on occupational role model. Among the NFGL 78.7% of lower SES, and 62.5 of higher SES report having an occupational role model.

Sex differences on this variable did not show up among the FGL either before or after partialling out the effect of age and SES separately.

Family's Greatest Influence on Vocational Planning

The groups of tribal FGL and NFGL do not differ on the variable Family's Greatest Influence on Vocational Planning, before or after partialling out the effect of age and SES. This indicates that neither parents' educational level nor age nor SES has any bearing on this variable. It has however been observed that fathers exercise the greatest influence on vocational planning in both the groups, and mothers come next.

FGL boys and girls differ at 1% level of significance on the variable before partialling out the effect of age

and SES separately. (The PCC could not be worked out due to absence of frequencies in many cells). Inspection of the data reveals that 67.5% FGL boys and 47% FGL girls are influenced by their fathers, whereas 12.5% FGL boys and 53% girls are influenced by their mothers. It is interesting to know that siblings influence 29% of boys, whereas girls are not^{at}/all influenced by their siblings. It can thus be said that FGL boys are most influenced by their fathers and least influenced by their mothers, whereas girls are most influenced by their mothers. The trend is almost the same when SES is controlled.

Family's Second Greatest Influence on Vocational Planning

The pooled groups of FGL and NFGL differ significantly at 5% level on the variable Family's Second Greatest Influence on Vocational Planning, before partialling out the effect of age, but do not differ after the partialling. This indicates that age and not the level of parents' education affects the variable.

It has been observed from the data that the FGL are equally influenced by their fathers (34%), mothers (34%) and siblings (32%). In the case of NFGL, however, the data show that the second greatest influence emanates from their mother (53%). Siblings (27%) and fathers (19.7%) come next to mothers.

As for the effect of age, it has been noticed that, as age of FGL increases, the influence of the fathers also increases. The trend is reverse in the case of mothers' influence. The influence of siblings is almost the same on FGL students belonging to all the three age groups.

NFGL students belonging to the higher and the lower age groups are influenced more by their mothers, whereas NFGL in the middle age group are more influenced by their siblings.

SES does not exercise any effect on the variable, as the FGL and NFGL differ at 5% level of significance before as well as after partialling out the effect of SES. This may be explained in the light of the fact that the FGL are very homogenous on SES. Most of the FGL belong to low SES and are influenced by fathers, mothers and siblings, in that order. There are very few students of high SES, hence it is not meaningful to discuss this category. The NFGL are found to be more influenced by their mothers than by their siblings and then their fathers, irrespective of their SES.

Sex differences are not evident among FGL on this variable.

To sum up, we can generally say that the tribal FGL as well as NFGL are influenced in their vocational planning most by their fathers, and secondly by their mothers.

Perception of Parents' Thinking about Expected Occupation

The pooled groups of FGL and NFGL, as well as the sex segregated groups of FGL, do not differ on the variable. It shows that the parents' level of education does not have any effect on the students' perception of their parents' thinking about their expected occupation. It has however been observed that while reporting their Perception of Parents' Thinking about the Expected Occupation, 84.3% of FGL and 92.2% of NFGL have responded to both the categories

4 and 5, (combined), which indicated that the students have either thought about the occupation themselves and it has the approval of their parents, or that the occupation has been suggested by the parents themselves. We can thus say that parents' approval has an important place in the vocational planning of FGL and NFGL alike. The FGL and NFGL differ at 1% level after partialling out SES. This may be because of very few frequencies in the high SES FGL group. We need not therefore attach much importance to this difference.

Job Values

The first three (the most preferred) and the last three (the least preferred) job values of the tribal pooled FGL and NFGL as well as sex segregated groups of FGL, have been reported on the following pages. Leadership and social service are among the most preferred job values in all the four groups of students. Prestige, independence, and not required to work hard are among the least preferred by all the four groups. The students' perceptions of their fathers' and mothers' job values have also been reported on the same pages.

8.15
JOB VALUES OF TRIBAL FGL STUDENTS

(1)

Most preferred
 Least preferred

Leadership

Prestige

(2)

Most preferred
 Least preferred

Leadership

Salary

Social service

Independence

(3)

Fame
 Not required
 to work hard

JOB VALUES OF FATHERS PERCEIVED BY TRIBAL FGL STUDENTS

Prestige
 Not required
 to work hard

Social service

Independence

JOB VALUES OF MOTHERS PERCEIVED BY TRIBAL FGL STUDENTS

Most preferred
 Least preferred

Social service

Independence

Interest

Not required to work hard

Security
 Power

JOB VALUES OF TRIBAL NEGL STUDENTS

	(1)	(2)	(3)
Most preferred	Leadership	Interest	Social service
Least preferred	Power	Independence	Not required to work hard

JOB VALUES OF EATHEWS PERCEIVED BY TRIBAL NEGL STUDENTS

Most preferred	Leadership	Interest	Fame
Least preferred	Security	Independence	Not required to work hard

JOB VALUES OF MOTHERS PERCEIVED BY TRIBAL NEGL STUDENTS

Most preferred	Security	Prestige	Interest
Least preferred	Fame	Independence	Power

JOB VALUES OF TRIBAL FGL GIRLS

Most preferred	Fame	Social Service	Leadership
Least preferred	Interest and Prestige	Not required to work hard	Independence

JOB VALUES OF FATHERS PERCEIVED BY TRIBAL FGL GIRLS

Most preferred	Leadership	Security	Social service
Least preferred	Self expression	Salary	Not required to work hard

JOB VALUES OF MOTHERS PERCEIVED BY TRIBAL FGL GIRLS

Most preferred	Social service	Prestige	Self expression
Least preferred	Independence	Power	Salary

JOB VALUES OF TRIBAL HILL BOYS

	(1)	(2)	(3)
Most preferred	Leadership	Social service	Interest
Least preferred	Prestige	Independence	Not required to work hard

JOB VALUES OF BATHING (PERCEIVED) BY TRIBAL HILL BOYS

Most preferred	Leadership	Social service	Prestige
Least preferred	Independence	Salary	Not required to work hard

JOB VALUES OF NOTED AS PERCEIVED BY TRIBAL HILL BOYS

Most preferred	Social service	Interest	Security
Least preferred	Prestige	Power	Independence

Discrepancy between Student's Job Values and the Perceived Job Values of Father and Mother

The reader may like to refresh his/her memory about how the discrepancy scores were worked out, by referring to the chapter on Variables and Their Assessment. Six discrepancy scores have been considered under this head. They are: discrepancy between student's own and father's first, second and third perceived job values; and between student's own and mother's first, second and third perceived job values.

Discrepancy between Student's Own and Father's Perceived First Job Value

The pooled groups of tribal FGL and NFGL do not differ on the discrepancy score concerning their own and their perception of their father's first job values, both before and after partialling out the effect of age and SES separately. This shows that the difference in the parents' level of education, as well as age and SES, do not influence this variable.

Inspection of the data however shows that 29.4% FGL and 17.9% NFGL, regardless of their age and SES, hold the same first job value which they perceive to be their father's first job value. Sex differences among FGL are evident at 5% level, with a larger proportion of girls (36.8%) than boys (26.5%) holding the same first value as do their fathers. More FGL boys' first job values (71.4%) are discrepant by 3 steps from their fathers' corresponding perceived job values as compared to FGL girls (42%). This indicates that a larger proportion of girls conform to their fathers' job values as compared to boys who show more independence in this matter. This difference is perhaps related to sex differences in the process of socialization and child rearing practices among the tribals.

Discrepancy between Student's Own and Father's Perceived
Second Choice of Job Values

The pooled tribal FGL and NFGL groups differ significantly at 5% on the discrepancy between their second choice of job values and their perceptions of their fathers' second choice, before partialling out the effect of age and SES. But they do not differ significantly after partialling out the effect of these covariates separately. This indicates that age and SES of students, and not the parents' level of education, affect the discrepancy. The results show that very few students' second choice agrees with their perception of the corresponding job value of their fathers. A larger number of FGL (32.4%) show discrepancy of one step, as compared to NFGL (14.5%). The largest proportion of FGL (60.3%) and NFGL (69%) show discrepancy of 3 steps.

It has also been observed that as the age of both FGL and NFGL increases, the discrepancy also increases at step 1. At step 3 however the trend is reverse among the FGL, but in the case of NFGL the middle group of students (73%) differs in greatest proportion from their fathers. In the case of lower SES FGL the trend is the same as that of pooled group of FGL. Among the NFGL, though the trend is more or less the same as in the pooled NFGL group, a larger proportion of students of lower SES (73.7%) as compared to higher SES (64.6%) show discrepancy of 3 steps. Sex differences do not show up on the variable.

Discrepancy between Students' Own and Fathers' Perceived
Third Job Value

The pooled groups of FGL and NFGL do not differ on this variable. 25% of FGL and 16% of NFGL show a discrepancy of two steps. In both the groups the highest proportion differ

by three steps from their fathers (FGL: 66%, NFGL: 75%).

Sex differences are found at 1% level with respect to the variable, before partialling out age and SES. Boys differ in larger proportion (75.5%) than girls (42%) by 2 steps. At level 2 the trend is reverse (Boys, 22.5% Girls, 31.6%). PCC could not be worked out due to absence of frequencies in many cells. The trend of discrepancy is almost the same here also as has been found in the pooled groups.

Discrepancy between Students' Own and Mother's Perceived Job Values

The tribal FGL and NFGL do not differ on discrepancy between their own and their perception of their mother's first choice of job values, before or after partialling out the effect of age. This indicates that neither the parents' educational level nor the age of the students affects this discrepancy. Like the perceived job values of fathers, mothers' perceived first job values also either do not differ at all, or differ by 3 steps, from the students' first choice of job values. The FGL and NFGL differ significantly at 5% level with respect to their own first job value and their perception of the same job value in their mothers before partialling out the effect of SES but do not differ after the partialling. This indicates that SES of students, and not the level of parents' education, affects this discrepancy. It is found that lower SES tribal FGL in larger proportion (32.4%) in comparison to lower SES NFGL (17.1%) do not differ from their mothers, whereas NFGL in larger proportion (72%) in comparison to FGL (55.4%) differ by three steps from their mothers with respect to the first job value. The results are not discussed in detail because of inadequate frequencies in each cell.

Sex differences at 5% emerge on the variable before partialling out SES. More FGL girls (52.4%) agree with their mothers than the FGL boys (24.5%). Boys disagree in larger proportions (62.3%) than the FGL girls (38%) by three steps. PCC could not be worked out due to very few frequencies in cells.

The FGL and NFGL groups differ significantly at 3% level on the second choice of job values before partialling out the effect of age, but do not differ on the variable after the partialling. This indicates that the age of the students, and not the parents' education level, affects the discrepancy. More FGL (33.8%) differ from their mothers by one step, as compared to NFGL (17.1%). NFGL (67.4%) in larger proportion differ by 3 steps ^{than} do FGL (48.6%).

Sex differences do not emerge on this variable. We shall not discuss the results of analysis with the effect of SES controlled as the number of FGL students in the higher SES group is very low.

The FGL and NFGL differ at 1% level of significance on discrepancy between own and mother's perceived third job value, before partialling out the effect of age and SES separately, but do not differ after the partialling. This indicates that age and SES of students, and not their parents' educational level affect this discrepancy. 38.2% of FGL and 14.8% NFGL differ by two steps. The trend is reverse in the case of discrepancy by three steps: 70% of NFGL and 50% of ^{FGL} show this discrepancy.

It has been observed that with increasing age the discrepancy between students' job values and the perceived job values of their mothers decreases ^{at} step three and increases

at step two. This indicates that students of lower age group differ more from their mothers than students of higher age group. A greater proportion of FGL and NFGL belonging to higher SES differ more from their ~~mothers~~ than students belonging to lower SES. We can sum up that the degree of discrepancy between own and mother's perceived job value increases as the choice of job value moves from the first choice to the third choice.

Summary and Conclusions

We may now sum up the main findings of comparisons between the tribal FGL and the tribal NFGL.

The tribal FGL are older than the tribal NFGL and have lower SES. Thus they are disadvantaged in terms of the poor educational environment at home because of which they do not get proper educational stimulation. Moreover due to parents' illiteracy^{and} financial constraints they are sent to the school at a later age as compared to the NFGL. This is true of both boys and girls belonging to such families. This shows that parents' involvement in their children's education is very poor (low). The occupational field of the FGLs' fathers is also different from that of the NFGLs' fathers. Fathers of the NFGL are working in such fields as science, general cultural and arts, business contact and service, whereas the fathers of the FGL are mostly working in outdoor occupations which include farming and agriculture. It is quite understandable that because they are uneducated, they cannot take up occupations in certain fields such as science, organisation, etc. SES however does not seem to affect the choice of occupational field too much.

The tribal FGL and NFGL do not differ with respect to various psychological characteristics. For example, they do not differ on need for achievement and on intelligence, though effect of age and SES on intelligence is evident. Higher age and lower SES tribals have lower intelligence and tribals with ^{er}low/age and ^{er}high/SES have higher intelligence. The same trend is evident among both FGL boys as well as girls. This finding refutes the racial intelligence theory to some extent, and highlights the importance of SES in cognitive development. This may also be explained in the light of the fact that both FGL and NFGL tribals are studying in the same class (class IX) together, and only those students reach this stage who possess a certain level of general mental ability. Those who do not have it drop out before reaching this stage. The tribal FGL and NFGL also do not differ to any marked extent in their interests. This may be because both the groups are studying in the same schools and are living in the same areas. They are thus exposed to similar curricular and cocurricular experiences which help develop interests of an individual. FGL boys however have higher mechanical interest than FGL girls, which is no different from what is found everywhere else as a result of child rearing and educational practices.

FGL students however report more problems in the areas of health, physical development, social recreational activities, personal psychological relations, curriculum and teaching procedures, and even the aggregate number of problems. Girls face more problems than the boys. This may be due to poorer home background and older age of the FGL.

Though the FGL and NFGL do not differ on variables pertaining to time perspective, tribal FGL have higher score on the past time perspective which shows they are more past oriented. NFGL on the other hand have been found to be more future oriented. FGL girls have still poorer future time perspective than the FGL boys. This finding would lead us to think that since NFGL tribals have longer future time perspective they should be able to think ahead of time and plan their vocation, but this is not the case. We can thus say that the FGL are not particularly disadvantaged in this respect. Age, as is expected, influences vocational planning.

As far as the schooling and scholastic performance is concerned, both the groups have a positive attitude towards school and do not differ on scholastic achievement. Though apparently these groups do not differ, in fact it is creditable for the FGL to achieve at par with the NFGL without any assistance from parents. Moreover they do not take as much help from their friends in their homework as the NFGL do. Maybe we can surmise that the FGL's achievement to this extent is due to their high level of educational aspiration which is clear from the findings of the study. Also, both the groups get similar facilities for study at home.

The results show that the parents of tribal students by and large play a significant role in their vocational planning irrespective of their educational level. The students' perception of their parents' thinking about their expected occupation shows that their expected occupation has either been approved by their parents or they have themselves suggested the occupation to their children.

There is much similarity in the job values of the FGL and the NFGL. Parents' educational level also does not affect the discrepancy between the students' job values and the perceived values of their fathers and mothers. Since the FGL and the NFGL are both tribal groups with common (predominantly Khasi) basic culture it is not surprising that their job values and the perceived job values of their parents are similar despite the differences in the level of their parents' education.

We can thus say with confidence that there is very little difference between the tribal FGL and tribal NFGL. The development of characteristics among these children seems to be influenced more by ethnicity and the common tribal culture of Meghalaya than by the parents' level of education. Though the FGL belong to lower SES background and are older in age, they do not seem to be much disadvantaged as compared to the NFGL.

CHAPTER 9

AREA-WISE COMPARISONS

CHAPTER-9

RURAL-URBAN COMPARISONS

In this study pooled as well as sex segregated groups of rural and urban tribal students, have been compared on various variables pertaining to the subsets of Home Background, Psychological characteristics, schooling, and Educational and Vocational Planning. The pooled groups of tribal students consist of 111 rural and 146 urban students. Further sexwise break-up is 65 rural and 32 urban tribal boys, and 46 rural and 64 urban tribal girls. There is a large variation in the proportion of students in different age groups and in different SES groups. In

the pooled group, rural tribals consist of 15% of students in the lower age category, 51% in the middle age category and 34% in the higher age category. In the case of urban tribals, 39% are in the lower category, 32% in the middle age category and 29% in the higher age category. Rural tribal boys and girls have almost similar trend of proportion as in the pooled group. In the case of urban tribal boys, 54% are in the lower age category, 27% in the middle age category and 44% in the higher age category where^{as} in the case of girls 52% are in the lower age category, 38% in the middle age category and 10% in the higher age category. This indicates that boys in the lower age category are fewer than the girls. The trend is reverse in the case of higher age category.

As regards the SES differences, rural tribal students belong to the lower SES (73%) in larger proportion as compared to the higher SES category (27%). Urban tribals however

belong to both the SES groups in the same proportion. Almost similar trend of proportions has been found in the case of sex segregated groups.

Inspection of the data shows that the average age of rural and urban students is almost the same, viz: 194 months. However, the average age of rural boys (194 months) is less than the average age of urban boys (203 months), whereas the average age of rural girls (193 months) is higher than the average age of urban girls (179 months). This indicates that boys in rural areas are sent to school at an earlier age than boys in urban areas, whereas the trend is reverse in the case of girls. It has also been observed that the average SES of urban students is higher than that of the rural students in all the three comparisons.

Tables 4.1.1 to 4.1.4 give the details of statistics of pooled groups of rural and urban tribals, 4.2.1 to 4.2.4 for rural and urban tribal boys, and 4.3.1 to 4.3.4 for rural and urban tribal girls.

Sub Set-I : Home Background Variables

Parents' Involvement in Child's Education (PICE)

The pooled group of students, as also the girls, of urban and rural areas do not differ on the variable, parents' Involvement in Child's Education after partialling out age and SES simultaneously.

The tribal boys of rural and urban areas differ at 5% level on the variable after partialling out age and SES simultaneously. More parents of Urban boys show involvement in their child's education in comparison to parents of rural tribal boys. This may indicate that the parents of urban boys are more enlightened about the value of education than the parents of rural boys.

Facilities in the Home for Study

The pooled group of students as well as the groups of boys and of girls, of rural and urban tribals differ at 1% level on the variable Facilities in the Home for Study after partialling out age and SES simultaneously. Pooled group of rural tribals score higher in comparison to their urban counter-parts, which indicate that rural tribals get more facilities in the home for study than urban tribals.

Almost similar trend has been found among boys and girls. This is surprising because the rural tribals have marginally lower SES in comparison to urban tribals. This may perhaps be due to differential perception of the two groups. It may be that the rural tribal students are more satisfied with whatever facilities they get at home for studies as compared to the urban tribals who may not be satisfied with the same or even better facilities at home.

Helping the Parents

The rural and urban tribals differ at 1% level on the variable Helping the Parents both before as well as after partialling out age and SES separately. This indicates

that rural-urban differences persist after partialling out either age or SES. However, neither age nor SES of students by and large shows a significant relationship with the variable Helping the parents. It may be noted that no student has responded to the statement 'I do not do any house work' which indicates that all the students devote at least half an hour every day in helping their parents. Inspection of pooled group data indicates that rural tribals (64%) devote three hours or more every day in helping their parents as compared to urban tribals (47%). Almost equal proportion of students of both the groups (36%) devote two hours every day in helping the parents. This clearly indicates that rural tribals, in larger proportion help their parents at home.

Rural and urban tribal boys differ at 1% level on the variable before partialling out age and differ at 5% level after partialling out age. This indicates that rural and urban differences persist after partialling out age. This also shows that age of the students is also associated marginally on the variable 'Helping the Parents'. As regards rural-urban differences among boys, almost similar trend has been found as was found in case of pooled group.

As regards age differences, rural tribal boys of middle age category (67%) devote more than three hours per day than boys of lower (60%) and higher (56%) age categories. Almost reverse trend has been found in case of rural boys who devote two hours per day in helping their parents. Among urban tribal boys, almost reverse trend is found as being found in case of rural boys.

The rural and urban tribal boys differ significantly on the variable at 1% level both before as well as after partialling out SES. This also indicates that rural and urban differences persist even after partialling out SES and SES is not associated with the variable. Almost similar trend has been found as being found in case of urban-rural differences of pooled groups. Urban and rural girls however were not found to be different.

Father's Occupation Field

Rural and Urban students of pooled group differ at 1% level with respect to the field of Father's Occupation before as well as after partialling out age and SES. This shows that rural-urban differences persist after partialling out age as well as SES. This also implies that neither age nor SES has any significant bearing on the variable. A larger number of fathers of urban tribals are engaged in business contact (20%) and organisation (33%) than the rural fathers (10% and 11%) whereas more fathers of rural tribals (56%) are engaged in outdoor activities than the urbans (18%). This indicates that fathers of more urban tribal student are engaged in business and organisation activities than the outdoor occupations.

Rural and Urban tribal boys also differ at 1% level on the variable before partialling out age as well as SES separately. PCC however could not be worked out due to very few frequencies in both the cases. As far as the field of occupation is concerned, the fathers of rural and urban tribal boys have almost the same field as those of pooled groups of students.

Rural and urban tribal girls also differ significantly on the variable at 1% level before partialling out both age and SES separately. PCC could not be worked out for want of more frequencies in both the cases. However, somewhat similar trend has been observed for girls also as was being found for the pooled group and tribal boys.

Subset II : Psychological Characteristics

Need Achievement

None of the comparison groups differs on the variable Need Achievement (N-Ach) after partialling out age and SES simultaneously. This indicates that all the groups have similar level of motivation for achievement and neither the developmental level of area nor sex is associated with need for achievement.

Problems of Health and Physical Development

Pooled groups of tribal students as also groups of girls in rural and urban areas do not differ on problems of Health and Physical Development after partialling out age and SES simultaneously. However, rural and urban tribal boys differ at 5% level on the variable after partialling out age and SES simultaneously. Rural tribal boys report more health problems as compared to urban boys.

Problems of Finance and Living Conditions

Pooled group students in rural and urban area differ at 5% level with regard to problems of Finance and Living Conditions after partialling out age and SES simultaneously with rural tribals reporting more problems.

Rural and urban tribal boys also differ at 1% level after partialling out age and SES simultaneously with almost the same trend of difference as is observed in the pooled groups. However, the rural and urban girls do not differ on the variable.

Problems of Social and Recreational Activities

Pooled groups of students and girls of rural and urban areas do not differ on Problems of Social and Recreational Activities, after partialling out age and SES simultaneously. However, rural and urban tribal boys differ at 5% level on the variable after partialling out age and SES simultaneously, with rural boys reporting more problems of social and recreational activities than urban tribal boys.

Problems of Home, Family and Sex

Pooled groups of tribal students as also the girls in the rural and urban areas do not differ on the problems of Home, Family and sex, after partialling out age and SES simultaneously. This indicates that the area has no bearing on these problems. However, rural and urban tribal boys differ at 1% level on the variable after partialling out age and SES simultaneously, with rural tribal boys facing more problems than the urban tribal boys.

Problems of Social Psychological Relations

Pooled groups of students and exclusive groups of girls of rural and urban areas do not differ in respect of problems of Social Psychological Relations after partialling out age and SES simultaneously, which indicates that they face almost equal number of problems and location has no relationship

with the number of these problems. However, rural and urban tribal boys differ at 5% level on the variable after partialling out age and SES simultaneously. Rural tribal boys report more problems than the urban tribal boys.

Problems of Personal Psychological Relations

Pooled groups of students and girls of rural and urban areas do not differ on Problems of Personal and Psychological Relations after partialling out age and SES simultaneously. However, rural and urban tribal boys differ at 5% level on the variable after partialling out age and SES simultaneously. Examination of results shows that the rural tribal boys face more problems on personal psychological relations in comparison to urban tribal boys.

Problems of Morals and Religion

Pooled groups of students and girls of rural and urban areas do not differ on problems of Morals and Religion after partialling out age and SES simultaneously. However, rural and urban tribal boys differ at 1% level after partialling out age and SES simultaneously, with rural tribal boys stating more problems regarding morals and religion in comparison to urban tribal boys.

Problems of Vocational and Educational Future

Pooled groups of students and girls of rural and urban areas do not differ with respect to the Problems of Vocational and Educational Future after partialling out age and SES simultaneously. Rural and urban tribal boys however differ at 5% level on the Problems of vocational and educational

future after partialling out both the covariates. Rural tribal boys report more problems regarding vocational and educational future than urban tribal boys. This may be due to the paucity of educational and vocational opportunities and poor availability of relevant information in the rural areas.

Problems of Adjustment to School

None of the three groups i.e. pooled and both the sex segregated groups differs with respect to the Problems of Adjustment to School after partialling out age and SES simultaneously. This indicates that the location of students is not associated with the number of problems pertaining to adjustment to school.

Problems of Curriculum and Teaching Procedure

None of the three groups i.e. pooled and both the sex segregated groups differs on Problems of Curriculum and Teaching Procedure after partialling out age and SES simultaneously. This indicates that the students of three groups face almost the same number of problems relating to the curriculum and teaching procedure in their respective groups, irrespective of the location to which they belong.

Aggregate of Problems

Pooled group of students and girls of rural and urban area do not differ on the Aggregate number of Problems after partialling out age and SES simultaneously. This shows that pooled groups of students and groups of girls face almost equal number of problems in both rural and urban areas.

Urban tribal boys, however, differ at 5% level from the rural tribal boys with respect to the aggregate of problems after partialling out the variates simultaneously, with rural tribal boys reporting more problems than urban tribal boys. It may be recalled here that rural tribal boys are younger in age and belong to lower SES. It is possible that due to these the rural boys might be facing difficulties in adjusting with their social structure and are facing more problems. It may also be recalled that rural tribal boys have reported more problems in all the ten areas of problem check-list than the urban tribal boys.

Time Perspectives

Pooled groups of students and sex segregated groups in rural areas were compared with their urban counterparts on Future Time Perspective, Past Time Perspective, Pleasant Feeling Tone of Future Events and Pleasant Feeling Tone of Past Events, after controlling simultaneously for age and SES.

The pooled groups and the groups of girls of rural and urban tribals differ on Future Time Perspective at 1% level after partialling out age and SES simultaneously, with pooled students and girls in the urban area scoring higher. This shows that urban tribal students and girls have longer orientation towards future time. Rural and urban tribal boys however do not differ on the variable after partialling out of the covariates simultaneously. This may indicate that rural and urban boys expect pleasant/unpleasant events in almost equal period in future.

Pooled groups of students in rural and urban areas differ at 1% level on the Past Time Perspective after partialling out the covariates simultaneously. Closer inspection shows that though the urban tribals are younger in age than the rural tribals they dwell in events which are chronologically more distant from the present than do the rural students. Almost the similar trend is found in the case of boys and girls of rural and urban areas.

As far as the Pleasant Feeling Tone of Future and Past Events is concerned the three groups (i.e. pooled, boys and girls) do not differ on them. This shows that all the three groups expect equal number of future events which have pleasant tone. Thus the location of students of three groups has no bearing on this variable.

General Mental Ability

The three groups i.e. pooled groups of students, and groups of boys and girls in the rural and urban areas do not differ on the variable General Mental Ability after partialling out age and SES simultaneously. This shows that students of all the three groups irrespective of area have almost the same level of mental ability.

Interests

The pooled group of tribal students of rural area do not differ at 1% level from their urban counter-parts on clerical interest area after partialling out age and SES simultaneously with rural tribals showing higher interest than the urban tribals. The groups also differ at 5% level

in outdoor interests after the partialling of covariates, with urban tribals showing higher interest in the area. This shows that rural tribals show high interest in clerical and have less interest in outdoor activity. The pooled group of students of rural and urban area show almost similar interest in the remaining areas i.e. mechanical, business, scientific, aesthetic and social. Rural tribals interests however can be arranged in the order, scientific, social, aesthetic, clerical, business, mechanical and outdoor, whereas urban tribals' interests are in the order: scientific, social, mechanical, aesthetic, business, outdoor and clerical.

Rural and urban tribal boys differ at 5% level on the interest area 'clerical' after partialling out age and SES simultaneously. The trend of the group is almost ^{the} same on the ^{has} interest area as /been, found in pooled group of students. The groups do not differ on the remaining areas of interest and therefore show almost similar type of interests. The order of interest areas is also almost the same as that in the pooled groups of students.

Rural and urban tribal girls also differ at 1% level with respect to their interest in the outdoor area after partialling out age and SES simultaneously. It is interesting to note that urban tribal girls show higher interest in the outdoor area than the rural tribal girls as ^{the} has been found in /case of pooled group of students.

The groups do not differ on the remaining interest areas which indicates that they have almost similar interest patterns. Rural tribal girls also show the same order of

interests, as is shown by the pooled groups of students and boys.

Sub-set III : Schooling

Liking School and Perception of School Climate

Pooled groups of students, as well as sex segregated rural and urban tribals do not differ on the variable Liking School after partialling out age and SES simultaneously. The means and the range indicate that the students of all the three groups of rural and urban areas like the school equally.

As regards school climate pooled groups of students and groups of girls belonging to rural and urban areas do not differ and perceive it with ambivalence. However, rural tribals boys differ from their urban counterparts at 1% level after partialling out age and SES simultaneously with rural tribal boys showing higher score. This shows that the rural tribal boys perceive the school climate more positively than urban tribal boys. This may perhaps be due to the higher age and lower SES, that the rural boys perceive the school climate positively.

School Achievement

Pooled groups of rural and urban tribals differ at 5% level on the school subjects such as English, History, Geography, and Science and at 1% level on domestic science and aggregate of marks when age and SES are simultaneously controlled. It has been observed that generally rural tribals score higher in all the subjects. We may recall that the rural and urban students do not differ on general mental ability and

the rural students devote more time to help their parents at home, yet rural tribals score higher. It is quite possible that they work hard to score higher in the school. Nevertheless, it has been found that they get better facilities for study at home.

Rural and urban tribal boys differ at 5% level only on the aggregate of marks after partialling out age and SES with the rural tribal boys scoring higher than the urban ones. They, however, do not differ on other school subjects after the partialling.

Rural and urban tribal girls differ at 1% level only on the Domestic Science and Garo language after partialling out age and SES. We shall not discuss these results due to a very small sample size.

Friends' Help In Homework

Pooled groups of rural and urban tribals do not differ on the variable Friends' Help in Homework before as well as after partialling out age. This shows that neither rural-urban differences nor age has any relationship with the variable. The pooled groups of students differ at 5% level on the variable before partialling out SES but do not differ after the partialling. This means that SES of the students is associated with the friends' help in homework but the rural and urban differences cease to exist after the partialling. Inspection of the data indicates that more rural tribals of lower SES (55%) seek friends' help ⁱⁿ homework than students of higher SES (48%). The urban tribal students

of both lower and higher SES. (71%, 72%) seek friends' help in homework almost similarly.

Rural and urban tribal boys do not differ with regard to friends' help in homework both before as well as after partialling out either age or SES. This shows that neither area nor age, nor SES is associated with the variable. However, rural and urban tribal girls differ at 5% level on the variable both before and after partialling out age and also differ at 1% level before and after partialling out SES. This shows that among **girls rural-urban differences** persist after the partialling of covariates. This also implies that neither age nor SES of girls is associated with the variable. Inspection of the data shows that 57% of rural and 24% urban tribal girls do not seek friends' help in homework, whereas 65% of urban and 31% rural tribal girls seek friends' help. Almost equal proportion (12%) of girls from both the areas seek friends' help in homework sometimes.

Hours of Homework

Pooled groups of rural and urban tribals differ at 5% level with respect of Hours of Homework both before as well as after partialling out age and also differ at 1% level before as well as after partialling out SES. This shows that rural-urban differences persist even after partialling out age and SES separately. This also implies that neither age nor SES of tribals is associated with the time devoted to homework. As regards rural-urban differences, it is

surprising to note that only 15% to 16% of students in rural and urban areas devote 2 hours or less per week in completing their homework. 50% of urban and 40% rural tribals devote more than 5 hours but upto 20 hours per week whereas 28% of rural and 12% of urban tribals devote more than 20 hours per week in completing their homework. Areawise differences among tribal boys are not found with respect to hours of homework.

Rural and urban tribal girls do not differ on the variable before partialling out age but differ at 5% level after the partialling. This shows that rural and urban differences are not primarily associated with the hours of ^{work} home/rather the age of the students is associated with hours devoted to homework. As regards the age differences, rural tribal girls of middle (50%) and of higher (40%) age categories devote more than 2 hours but upto 10 hours per week. However, rural tribal girls of lower (100%) and of higher (53%) age categories devote more than ten but upto twenty hours per week for completing their homework as against 39% in the ^{no} middle age category. Though, definite trend is evident it seems that girls of younger and higher age categories devote a little more time per week to studies as compared to girls of middle age category. As regards the urban tribal girls 83% in higher, 27% in middle and 15% in the lower age categories devote more than 2 hours but upto 5 hours per week in completing their homework. The trend of devoting time beyond 5 hours per week by urban girls is reverse of what was among the rural girls. This shows that urban girls of younger age category devote more time to their homework than the girls of middle and higher age categories.

The groups of rural and urban girls differ at 5% level on the variable before partialling out SES but do not differ on the variable after the partialling. This shows that the rural and urban differences cease to exist after the partialling. This also implies that SES of students is associated on the hours of homework. As regards the SES differences, 45% of higher SES and 14% of lower SES rural girls devote more than five hours but upto ten hours per week, whereas girls of lower (62%) and higher (27%) SES devote more than ten hours per week. This shows that more lower SES rural girls devote ^{more} time for homework as compared to higher SES girls. The urban tribal girls of higher SES (75%) and of lower SES (52%) devote more than two hours but upto ten hours per week. The trend of devoting time for study more than ten hours per week is reverse ^{has} as/been observed in case of two to ten hours.

Fixed Time for Homework

Pooled groups of rural and urban tribals do not differ on Fixed Time for Homework either before or after partialling out age. This shows that neither urban-rural differences nor age is associated with having a fixed time for homework.

The groups do not differ on the variable before partialling out SES but differ at 5% level after the partialling. This shows that rural-urban differences are not primarily associated with fixed time for home work but the SES of the students is associated with the fixed time for homework. As regards SES differences, ^{more} rural students of higher SES (92%) keep fixed time for homework than the students of lower SES (70%). It is however surprising to note that

urban students of both SES in equal proportion (60%) have fixed time for homework.

Sex segregated rural and urban tribal groups do not differ significantly on the variable both before and after partialling out either age or SES separately. This shows that neither rural-urban differences nor age, nor SES is associated with the variable.

Sub-Set IV : Educational and Vocational Planning
Information about Expected Occupation

Pooled groups of rural and urban tribals differ at 1% level on information about Nature of work in Expected Occupations and on Information about Entry Qualifications in Expected Occupation after partialling out age and SES simultaneously. Rural tribals score higher on the information about nature of work in expected occupation than urban tribals. Almost similar trend has been found on the information about Entry Qualification in Expected Occupation. The groups differ at 5% level on Extent of Information about Expected Occupation after partialling out the covariates with the rural tribals scoring higher. This shows that the rural tribals have more information about expected occupation than urban tribals. The groups do not differ on the remaining variables of the expected occupation.

Rural and urban tribal boys differ at 5% level on Information about Nature of Work in Expected Occupation after partialling out age and SES simultaneously with rural tribal boys scoring higher. The groups do not differ on the remaining variables of information about expected occupation.

Rural and urban tribal girls also differ at 5% level on Information about Entry Qualifications, Duration and of Special Training required/Extent of Information about Expected Occupation after partialling out age and SES simultaneously. Rural tribal girls score higher on the Information about Entry Qualification in Expected Occupation than urban tribal girls, whereas urban tribal girls have an edge over the rural girls on the amount of information about duration of special training in expected occupation. The rural tribal girls show better knowledge of Information about Expected Occupation. The groups ^{however} do not differ on the remaining aspects of expected occupation.

Inspection of the data indicates that pooled group of students and sex segregated groups at rural and urban area have fairly good amount of information on all the variables pertaining to the expected occupation.

Expectation of Entering the Preferred Occupation

The pooled groups of rural and urban tribals do not differ on the variable Expectation of Entering the Preferred Occupation before partialling out age but differ at 5% level after the partialling. This indicates that the rural and urban difference is not primarily associated with the variable. This also suggests that age of students is associated with expectation of entering the preferred occupation. The analysis of rural tribal students shows that 80% in younger age, 86% in the middle age and almost all students in higher age category.

expect to enter the preferred occupation. In the case of urban students 94% in younger age 84% in middle age and 85% in higher age category expect to enter the preferred occupation. This shows that as the age increases the rural tribals' expectation ^{to} enter the preferred occupation also increases whereas the trend is reversed in the case of urban students. The groups do not differ on the variable either before or after partialling out age and SES separately which shows that neither rural-urban difference nor SES is associated with students' expectation of entering the preferred occupation.

Rural and urban tribal boys do not differ on the variable before partialling out age but differ at 5% level after the partialling. This indicates that age of the students and not the rural-urban differences is associated with their expectation of entering the preferred occupation. The trend of entering the preferred occupation is almost the same as is observed in the pooled group. Also the groups do not differ on the variable either before or after partialling out SES which suggests that neither SES nor rural-urban difference has any bearing on the variable.

Rural and urban tribal girls do not differ on the variable both before and after partialling out age or SES. This shows neither rural-urban difference nor age, nor SES of girls is associated with the variable.

Expected Occupation : Field

Pooled groups of tribal students as well as the exclusive groups of tribal girls of rural and urban areas do not differ on the variable Expected Occupation: Field, both before and after partialling out either age or SES. This shows that neither rural-urban difference, nor age, nor SES of pooled group as well as of girls is associated with the field of expected occupation. However, rural and urban tribal boys differ at 1% level on the variable before partialling out age but do not differ after the partialling. This shows that rural and urban differences cease to exist after the partialling and ^{are} not primarily associated with the variable. This also implies that age of the students is associated with the field of the expected occupation.

As regards the age differences, rural tribal boys of middle (30%) and higher (33%) age categories expect to enter general and cultural fields as compared to students of younger age (20%) category. The trend is reversed in the case of scientific field of occupation. Only 10% to 20% of rural boys expect to enter organisational field. In the case of urban boys, 36% in younger and 39% in middle age categories expect to enter the science field whereas 19% in higher age category expect to enter this field. Almost similar trend is being found in the case of service field. More urban boys of higher age (44%) expect to enter organisational field in comparison to boys of middle (17%) and younger (14%) age categories. The trend

of entering in the technology field is almost reversed as compared to organisational field.

Rural and urban tribal boys differ at 5% level on the variable both before and after partialling out SES. This shows that rural and urban differences persist even after partialling out SES. This implies that SES of the students does not have any significant bearing on the field of the expected occupation. The trend of rural and urban differences is almost the same as given above.

Expected Occupation : Level

Pooled groups of students, as well as sex segregated groups of rural-urban areas do not differ with regard to the level of expected occupation before as well as after partialling out age and SES separately. This shows that neither rural-urban difference, nor age, nor SES is associated with the variable. The inspection of the pooled group data indicates that most of the students expect to enter the first and second (rural, 87%, urban, 88%) levels of occupations.

Occupational Role Model

Pooled groups of students and boys of rural and urban areas do not differ on the variable occupational role model, both before and after partialling out either age or SES. This shows that neither rural-urban difference nor age, nor SES of pooled group of students and of boys is associated with the occupational role model of the students.

Rural and urban tribal girls also do not differ on the variable either before or after partialling out age. This shows that neither rural-urban difference nor age of girls is associated with the occupational role model. However, the girls of the group differ at 1% level on the variable before partialling out SES and differ at 5% level after the partialling. This indicates that rural and urban

differences persist after the partialling. This also implies that the SES of the girls is also associated marginally with the variable. ^{As} regards the urban-rural differences, more

urban tribal girls (75%) have occupational role model than the rural tribal girls (50%). As regards SES differences, rural

tribal girls of both SES have the occupational role model in equal proportion (50%), whereas more ^{urban} tribal girls of lower SES (82%) have role model as compared to students

of higher SES (69%). This suggests that urban students of

higher SES take independent decisions in selecting their occupations, and are not much influenced by other people.

Family Influence on Vocational Planning of the Students : Greatest

Pooled groups of tribal students, as well as sex segregated groups in the rural and urban areas do not differ on the variable Family Influence on Vocational Planning: Greatest, either before or after partialling out age and SES separately. This shows that neither rural-urban difference nor age, nor SES is associated with the family's greatest influence on vocational planning of the students. Inspection

of the pooled group data indicates that rural and urban tribals are influenced by the thinking of their fathers (62%) first, followed by their mother (26%) and then by their siblings (12%).

Family Influence on Vocational Planning of the Students:
Second Greatest

Pooled groups of tribal students and girls of rural and urban areas do not differ with respect to the second greatest influence of the family on their vocational planning both before and after partialling out either age or SES separately. This shows that neither rural-urban difference nor age, nor SES has any bearing on the second greatest influence of the family on vocational planning of the students. Inspection of the pooled group data indicates that rural and urban tribals are influenced mostly by their mothers' ~~thinking~~ (42%), next by their siblings' ~~thinking~~ (29%) and lastly by their fathers' ~~thinking~~ (24%).

However, rural and urban tribal boys differ at 5% level before partialling out age but do not differ on the variable after the partialling. This shows that rural-urban differences/ ^{cease} to exist after the partialling and are not associated with the variable. This also implies that age of the students is associated with the second greatest family influence on vocational planning. As regards the age differences are concerned, it is observed that as the age of rural tribal boys increases (younger age %, middle

age 37% higher age category 42%), the influence of their fathers also increases. The trend reverses in the case of mother's influence (younger age 75%, middle and higher age category 37%). The influence of siblings varies from 21% to 27%. The trend of influence in the case of urban tribal boys is altogether different. The urban boys of younger age category (82%) are more influenced by their mothers than the students of higher (57%) and middle (40%) age categories. More students of middle and higher age categories (33%) are influenced by their siblings in comparison to students of younger age category (12%). Very clearly urban and rural tribals are more influenced by their mothers followed by fathers and then by their siblings. Urban and rural tribal boys do not differ on the variable either before or after partialling out SES. This shows neither urban-rural difference nor SES of students is associated with the second greatest family influence on their vocational planning.

Perception of Father's Thinking about Expected Occupation

Pooled groups of tribal students, boys and girls of rural and urban areas do not differ on the variable perception of Father's Thinking about Expected Occupation both before and after partialling out either age or SES separately. This shows that neither rural-urban differences nor age, nor SES is associated with the perception of fathers' thinking about expected occupation. Inspection of the pooled group data shows that most of the students (92%) have answered in the two categories of statements: he himself

advised to enter this occupation and I myself thought of this occupation but he approves of it. This shows that father's thinking and approval are very important in vocational planning of the tribal students.

Perception of Mothers' Thinking about Expected Occupation

Pooled groups of tribal students of rural and urban areas differ at 1% level on the variable perception of Mother's Thinking about Expected Occupation before partialling out age. The PCC could not be worked out for want of more frequencies in many cells. This shows that rural and urban differences exist on the variable before partialling out age.

The rural and urban tribals also differ at 1% level on the variable both before and after partialling out SES separately. This shows that rural and urban differences persist after partialling out SES. This implies that SES of the students is not associated with students' perception of their mother's thinking about their (students' expected occupation. Again it may be noted that rural (96%) and urban (81%) tribals record the perception of mother's thinking about expected occupation in the categories which shows that mother's approval is also very important in the vocational planning of students.

Rural and urban tribal boys also differ at 1% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies. The groups also differ at 1% level on the variable before as well as

after partialling out SES which shows that urban and rural differences persist even after partialling out SES. This implies that SES of the students is not associated with the variable. The trend of urban-rural differences is almost similar as was observed in ^{the} case of pooled groups of students except that both rural (51%) and urban tribal boys (44%) record the perception of mother's thinking in the category viz., I myself thought of this occupation but she approves of it. Rural and urban tribal girls do not differ on the variable both before as well as after partialling out either age or ~~SES~~ separately. This shows neither rural-urban difference nor age, nor SES of girls is associated with the variable.

Educational Aspiration

Pooled groups of tribal students and groups of girls of rural and urban areas do not differ on the variable Educational Aspiration either before or after partialling out age or SES separately. This indicates that ^{neither} area, nor age, nor SES is associated with the educational aspiration of the students.

Rural and urban tribal boys differ significantly at 5% level on the variable before partialling out either age or SES. PCC could not be worked out on the variable for want of more frequencies with both the covariates. This shows that rural and urban differences exist before partialling out age and SES separately. Inspection of the data indicates that more urban (40%) than rural (22%) tribal boys expect to complete their studies between five to eight years and more rural (51%) than urban tribal boys (39%) expect to study

beyond eight years of period. It is thus interesting to note that rural tribal boys have higher educational aspiration than urban tribal boys.

Job Values

The first three (the most preferred) and the last three (the least preferred) job values of the pooled groups of tribal students, as well as sex segregated groups of students in rural-urban areas have been found which are reported in the following tables.

STUDENT'S OWN JOB VALUES - RURAL TRIBALS (POOLED)

		1	2	3
Most Preferred	Leadership		Social Service	Fame
Least Preferred	Security		Independence	Not required hard

FATHER'S PERCEIVED JOB VALUES - RURAL TRIBALS (POOLED)

Most preferred	Leadership	Social Service	Fame
Least preferred	Interest	Independence	Not required to work

MOTHER'S PERCEIVED JOB VALUES - RURAL TRIBALS (POOLED)

Most preferred	Social Service	Fame	Prestige
Least preferred	Not required to work hard	Power	Independence

STUDENT'S OWN JOB VALUES - URBAN TRIBALS (POOLED)

Most Preferred	Leadership	Interest	Salary
Least Preferred	Power	Independence	Not required to work

FATHER'S PERCEIVED JOB VALUES - URBAN TRIBALS (POOLED)

Most Preferred	Leadership	Interest	Prestige
Least Preferred	Power	Independence	Not required to work

MOTHER'S PERCEIVED JOB VALUES - URBAN TRIBALS (POOLED)

Most Preferred	Interest	Security	Social Serv
Least Preferred	Independence	Fame	Power

1 STUDENT'S OWN JOB VALUES - RURAL TRIBAL BOYS

3

Most Preferred	Leadership	Social Service	Fame
Least Preferred	Prestige	Independence	Not required to work hard
Most Preferred	FATHER'S PERCEIVED JOB VALUES - RURAL TRIBAL BOYS	Fame	Salary
Least Preferred	Security	Independence & Not required to work hard	
Most Preferred	Social Service	Salary	Security
Least Preferred	Power	Independence	Fame
Most Preferred	STUDENT'S OWN JOB VALUES - URBAN TRIBAL BOYS		
Least Preferred	Leadership	Social Service	Interest
Most Preferred	Security	Independence	Not required to work hard
Least Preferred	Power	Interest	Prestige
Most Preferred	Leadership	Not required to work hard	
Least Preferred	Power	Independence	
Most Preferred	MOTHER'S PERCEIVED JOB VALUES - URBAN TRIBAL BOYS	Social Service	Security
Least Preferred	Interest	Power	Self Expression

STUDENT'S OWN JOB VALUES- RURAL TRIBAL GIRLS

1

2

3

Most Preferred
Least Preferred

Leadership
Interest

Fame
Independence

Social Service
Not required to work hard

Most Preferred
Least Preferred

Leadership
Interest and Salary

Social Service

Power & Self Expression
Not required to work hard

Most Preferred
Least Preferred

Prestige & Social Service

Fame

Salary

Not required to work hard

Leadership

Most Preferred
Least Preferred

Salary

Self Expression

Leadership

Interest

Most Preferred

Not required to work hard

Power

Least Preferred

Interest

Social Service

Self Expression

Independence

Power, Security & Salary

Most Preferred

Least Preferred

Leadership

Power & Fame

Prestige

Not required to work hard

Interest

Independence

MOTHER'S PERCEIVED JOB VALUES-URBAN TRIBAL GIRLS

FATHER'S PERCEIVED JOB VALUES-URBAN TRIBAL GIRLS

STUDENT'S OWN JOB VALUES-URBAN TRIBAL GIRLS

The students' perceptions of their fathers' and mothers' job values have also been reported. It has been observed that Leadership, social service, fame and prestige are among the most preferred job values in all the groups of students. Independence, power, and not required to work hard are among the least preferred by all the groups.

Discrepancy between Students' Job Values and the perceived Job Values of Father and Mother

The reader may recall about how the discrepancy scores have been worked out, by referring to chapter 4 on Variables and Their Assessment.

Discrepancy between student's own and Father's Perceived First Job Value :

The pooled groups of rural and urban tribal students differ at 1% level ^{on} the discrepancy score between their own and their father's perceived first job value before partialling out age but do not differ after the partialling. This shows that the rural-urban differences cease to exist after the partialling and are not associated with the variable. This implies that age of the students has a definite bearing on the discrepancy between own and father's perceived first job value.

As regards age differences it has been observed that as the age of the rural students increases the agreement between the student's job values and father's

perceived job values also increases (for example, the agreement in the younger age category is 27%, in the middle age category it is 25% and in the higher age category, it is 43%). The trend reverses in the case of discrepancy at level three (complete disagreement). Job values of more urban tribals of middle age category (19%) agree with their father's perceived job value than students of younger (10%) and higher (13%) age categories whereas job values of more students of higher age category (80%) disagree completely (at level three) with their fathers perceived job values in comparison to students of younger (76%) and middle (67%) age categories.

The pooled groups of students differ at 1% level on the variable before partialling out SES and at 5% level after the partialling. This indicates that rural-urban differences persist after the partialling. This also shows that SES is associated marginally with the variable. The trend of urban-rural differences is almost the same as stated above. As far as the SES differences are concerned, first job value of rural tribals of lower SES (31%) agree in larger extent corresponding with their father's perceived first job value than the higher SES students (27%). Job values of more rural tribals of higher SES (62%) disagree at level three (complete disagreement) with their father's corresponding perceived job value than the lower SES students (56%). This shows that rural students of higher SES disagree in larger

proportion than rural students of lower SES. The trend of difference between the first value of urban students and their father's perceived first^{job} value is almost the same as in the case of rural tribal students.

The rural and urban tribal boys do not differ from their fathers' perceived first job value both before as well as after partialling out age and SES separately. This shows neither rural-urban area nor age, nor SES of boys is associated with the variable.

Rural and urban tribal girls differ at 5% level on the discrepancy score before partialling out age. PCC could not be worked out for want of more frequencies. This shows that the rural and urban differences exist among girls on the variable before the partialling. Inspection of the data shows that more rural tribal girls (34%) agree with the corresponding perceived first job value of their fathers, than the urban tribal girls (11%). Job values of more urban tribal girls (71%) disagree at level three with their father's perceived first job value than the rural tribal girls (55%). This clearly indicates that urban tribal girls hold the first job value more independently of their father's job values than the rural tribal girls.

The groups of girls also differ at 1% level on the variable before partialling out SES but do not differ after the partialling. This shows that rural and urban

differences cease to exist after partialling which implies that SES of the students and not the rural-urban area is associated with the discrepancy score. The trend of the SES differences is also almost similar as was observed in the case of pooled group of students.

Discrepancy between Students' Own and Fathers' Perceived Second Job Value

Pooled groups of rural and urban tribals differ at 1% level with respect to the discrepancy between students' own and father's perceived second job value before partialling out age but do not differ after the partialling. This shows that rural and urban differences cease to exist after partialling out age. This also implies that age of the students and not the area is associated with their second job value. As regards age differences, more rural tribals of higher age category (45%) disagree at level one than middle (23%) and younger (13%) age categories. The trend is reversed at level three. Among urban tribals, almost similar trend has been observed at level one as has been found in rural students, however, they disagree almost in the same proportion (67% to 72%) at level three.

The pooled group of rural-urban students differ at 5% level on the variable before partialling out SES but differ at 1% level after the partialling. This shows that rural-urban differences persist after the partialling and SES of the students is also associated

with the variable marginally.

As regards rural-urban differences, more rural tribals (20%) agree with their father's perceived second job value, in comparison to the urban tribals (8%). More rural tribals (29%) disagree at level one with their fathers in comparison to urban tribals (13%) and more urban tribals (70%) disagree at level three (Total disagreement) in comparison to rural tribals (65%). As regards SES differences, rural students of higher SES (35%) disagree at level one with their father's perceived second job value in comparison to students of higher SES (23%) whereas more rural students of higher SES (65%) disagree at level three than the second job value of students of lower SES (61%). The trend is reversed in the case of urban students.

Rural and urban tribal boys do not differ on the variable both before as well as after partialling out either age or SES separately. This shows that the agreement or disagreement between their second job value and their father's and Second job values are more or less the same.

Rural and urban tribal girls however differ at 1% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies. This shows that the rural and urban differences exist among tribal girls even before partialling out age. Almost similar trend has been found as observed in the case of pooled group of students.

The groups of girls differ at 1% level on the variable both before as well as after partialling out SES. This shows that the rural and urban differences persist after the partialling and SES of the students is not associated with the discrepancy scores. The trend of the rural and urban differences is almost the same as was observed in the pooled groups of students.

Discrepancy between Students Own and Father's Perceived Third Job Value

Pooled groups of rural and urban tribal students differ at 5% level Discrepancy between their own and their Father's Perceived Third Job Value before partialling out age but do not differ after the partialling. This indicates that rural-urban differences cease to exist after the partialling, which implies that age of the students and not the rural-urban area is associated with the discrepancy. As regards age differences, Job values of more rural tribals of younger (80%) and middle age (67%) categories disagree at level three with the corresponding perceived jobs value of their fathers than the job values of students of higher age category (54%). The trend is reversed at level two. Only 2% to 6% of rural students agree or disagree at level one with their fathers on the third job value. More urban tribals of higher age (85%) category disagree at level three on the job value than the students of younger age (78%) and middle age (74%) categories.

The pooled groups of students differ at 1% level on the variable before partialling out SES but do not differ after the partialling. This shows that rural-urban differences cease to exist after the partialling. This shows that SES of the students and not the rural-urban differences is associated with the discrepancy. More rural students of higher SES (33%) disagree at level two with their father's perceived job value in comparison to students of lower SES (23%) whereas more students of higher SES (65%) disagree at level three on the discrepancy score than students of lower SES (61%). More urban tribals of lower SES (78%) disagree at level three than the students of higher SES (74%).

Rural and urban tribal boys do not differ on the variable before partialling out age. PCC could not be worked out for want of more frequencies. The groups however differ at 5% level on the discrepancy before partialling out SES. PCC could not be worked out for want of more frequencies.

As regards rural-urban differences, rural tribal boys (26%) disagree at level one with the father's perceived third job value in comparison to rural tribal boys (15%), whereas more urban tribal boys' (75%) job values differ at level three with their father's perceived job values than the rural tribal boys (68%).

Rural and urban tribal girls however do not differ on the discrepancy both before and after partialling

out either age or SES separately. This shows that neither rural-urban area, nor age, nor SES is associated with the discrepancy score.

Discrepancy between Students' Own and Mother's
Perceived First Job Value

The pooled groups of rural and urban tribals differ at 5% level on the discrepancy between their own and their mothers' perceived first job value before partialling out age but do not differ after the partialling. This shows that rural and urban differences cease to exist after the partialling and that age of students and not the areawise differences is associated with the variable.

As regards the age differences, job values of more rural students of younger age category (80%) disagree at level three with their mothers' perceived job values in comparison to students of middle (61%) and higher (51%) age categories. Almost the reverse trend has been found in the case of complete agreement. Among the urban tribals, almost similar trend is observed as has been found in the case of rural students.

The groups also differ at 1% level on the variable before partialling out SES but differ at 5% level after the partialling. This shows that though rural-urban differences are associated with the discrepancy, SES of the students is also marginally related to the variable. The trend of

rural-urban differences is almost similar as has been discussed above. As regards SES differences, first job value of more rural tribals of lower SES (35%) agree with their mothers' perceived first job value in comparison to students of higher SES (23%), whereas job values of more rural students of higher SES (62%) disagree at level three than the job values of lower SES (57%) students. This clearly shows that rural tribals of higher SES are more independent in their job values than the students of lower SES. Almost similar trend has been observed in the case of urban tribals.

Rural and urban tribal boys do not differ on the variable both before as well as after partialling out either age or ^{SES} separately. This shows that neither the area nor age, nor SES of boys is associated with the mother's perceived first job value.

Rural and urban tribal girls differ at 5% level on the variable before partialling out age. PCC could not be worked out for want of more frequencies. This shows that rural and urban differences exist before partialling out age. Inspection of the data shows that more rural tribal girls (37%) agree with their mothers in comparison to urban tribal girls (11%), whereas more urban tribal girls (77%) differ at level three (complete disagreement) in comparison to rural tribal girls (53%). This clearly shows that urban tribal girls are more independent than the rural tribal girls as far as their job ^{values} are concerned.

The groups of girls also differ significantly on the variable at 1% level before as well as after partialling out the effect of SES. This shows that rural and urban differences persist even after the partialling. This implies that SES of the students is not associated with the variable. The trend of urban and rural differences is almost the same as stated above.

Discrepancy between Students' own and Mother's Perceived
Second Job Value

The pooled groups of rural and urban tribal students do not differ on the discrepancy with their mother's perceived second job value either before or after partialling out age. This shows neither the area nor age is associated with the discrepancy. Most of the students differ at level one (21%) and at level three (63%) with their mother's perceived second job value.

As far as the effect of SES among students is concerned the rural-urban groups of students differ on the discrepancy at 5% level before partialling out SES but do not differ after the partialling. This shows that rural and urban differences cease to exist after partialling out SES. This implies that SES of students is associated with the discrepancy. More urban tribals of lower SES (21%) disagree at level one with their mother's perceived second job value in comparison to students of higher SES (12%), whereas more

students of higher SES (71%) disagree at level three in comparison to students^{of}/lower SES (59%). Here it clearly shows that urban students of higher SES hold more independent job values in comparison to students of lower SES.

Rural and urban tribal boys do not differ on the discrepancy either before or after partialling out age and SES separately. This shows neither area, nor age, nor SES of boys is associated with the mother's perceived second job value.

Rural and urban tribal girls do not differ on the variable either before or after partialling out age. This shows that neither area nor age is associated with the discrepancy. Most of the girls disagree at levels one (22%) and three (60%) with their mother's perceived job value. However, the groups of girls differ at 5% level on the discrepancy before partialling out SES but do not differ after the partialling. This shows that rural and urban differences cease to exist after the partialling. This also implies that SES of the students is associated with the discrepancy. More rural tribal girls of lower SES (38%) disagree at level one than the girls of higher SES (33%), whereas more girls of higher SES (58%) disagree at level three than students of lower SES (52%). Almost similar trend has emerged in the case of urban tribal girls. This clearly shows that the rural and urban tribal girls of higher SES have more independent job values than the

students of lower SES whose job values conform more to the mothers perceived job values.

Discrepancy between Students' Own and Mothers'

Perceived Third Job Value

The pooled groups of rural and urban students differ at 1% level on the Discrepancy with their Mother's perceived Third Job Value both before as well as after partialling out age. This shows that rural and urban difference persist even after partialling out age, which implies that age of the students is not associated with the discrepancy. As far as the rural-urban differences are concerned, more of rural tribals (34%) disagree at level two with their mother's perceived third job value than the urban tribals (12%), whereas more urban tribals (75%) disagree at level three than the rural tribals (50%). This clearly indicates that urban tribals are more independent in the matter of job values than the rural tribals.

The groups of students also differ at 1% level on discrepancy before as well as after partialling out SES. This also shows that rural and urban differences persist even after the partialling and SES of the students is not associated with the variable. As regards rural-urban differences almost similar trend is found as has been observed in the case of age.

Rural and urban tribal boys differ at 1% level on the discrepancy before partialling out age. PCC however could not be worked out for want of more frequencies. This shows that rural-urban differences exist before partialling out age. The trend is almost the same as observed in the case of pooled groups of students. As far as the effect of SES among boys is concerned the groups of boys differ at 1% level on the variable before partialling out SES but do not differ after the partialling. This shows that rural-urban differences cease to exist after the partialling, and SES of students is associated with the discrepancy. As far as SES differences are concerned, a larger proportion of rural tribal boys of lower SES (31%) disagree at level two than the boys of higher SES (29%), also more rural boys of lower SES (69%) disagree at level three (complete disagreement) than boys of higher SES (57%). Almost similar differences have been found in the case of urban boys.

Rural and urban tribal girls differ at 5% level on the discrepancy before partialling out age. PCC could not be worked out for want of more frequencies. The trend of rural and urban differences is almost the same as was observed in the case of pooled groups of students. As for the effect of SES, the groups of rural-urban girls differ at 1% level on the variable before partialling out SES but do not differ after the partialling. This shows that rural-urban differences cease to exist after the partialling.

the discrepancy. Inspection of the data indicates that the job value of more rural tribal girls of lower SES (38%) disagree at level two than the job value of girls of high SES (33%), whereas job values of more girls of higher SES (58%) disagree at level three with their mother's perceived job value in comparison to girls of the job value of lower SES (44%). This shows that the third job values of rural girls of higher SES disagree in larger proportion with their mother's perceived job value than the girls of lower SES. Almost similar differences have been observed in the case of urban tribal girls. To sum up we can say that the degree of discrepancy between students' own and mother's perceived third job value increases as the choice increases from first to third.

Summary and Conclusions

The comparison of urban and rural tribal students of Meghalaya shows that the rural tribals belong to lower SES than the urban tribals. This would make one think that they may be disadvantaged and inferior to the urban students on various characteristics. However inspite of their lower SES background, the rural tribals are not different

from their urban counterparts on general mental ability, achievement motivation, adjustment to school, liking school, friends' help in homework, educational aspiration, fixed time for homework etc. In fact rural students have an edge over the urbans with regard to some characteristics such as the facilities for study at home, completing homework without friends' help, liking the school and perceiving the school climate positively. Rural tribal boys show even higher educational achievement while inspite of their parents' more concern about the education (PICE), urban students show poorer school achievement. Perhaps this indicates that the rural tribal students of Meghalaya are more responsible and hard working and thus are better achievers as compared to their urban counterparts. Moreover, rural students by and large are found to be more inclined towards school and like the school climate more. Inspite of lower SES they get better facilities for study at home, and have higher educational aspirations. Since general mental ability is more or less the same in both the groups, the

non-cognitive reasons such as motivation, environmental facilities etc. seem to be responsible for rural students' higher achievement in school.

On vocational planning/^{also} rural students show their superiority. They have more ^{also} information about their expected occupation in terms of nature of work, and entry qualifications in the occupation. Age and SES are not found to exercise influence on these variables which is rather surprising as it contradicts the vocational development theory propounded by super and others. On some of the variables pertaining to the expected occupation, rural boys and on some rural girls are better than the urban girls. This reveals that boys and girls in the rural areas by and large have high occupational aspirations and are highly motivated to acquire the information about expected occupation. This could perhaps be due to the reason that the rural students have information about a very limited number of occupations which they observe only in their immediate environment and close vicinity, due to a very limited repertoire of knowledge and experience. This is confirmed by the fact that their vocational preferences are also very limited. It is therefore possible for them to collect complete information about these few occupations. On the contrary, it is likely that the urban students are aware of a large number of occupational opportunities and it is not possible for them to collect detailed information about their expected occupation. It is, however, evident from further observation that the rural students' vocational planning is not as realistic as

that of the urban students as most of the rural students expect to enter the preferred occupation with increasing age whereas fewer urban students expect to enter the preferred occupation. Alternatively this may also indicate that the rural students are more confident of their decision which may be due to their higher aspirations, hard work and high achievement in school. Rural and urban students expect to enter more or less the same occupational fields irrespective of their SES. However more urban boys expect to enter organizational field and more rural boys general and cultural field. SES and age do not exercise any influence on their expected occupation. As far as the level of preferred occupation is concerned the rural-urban groups do not differ though the students in both the areas have shown their preferences only for the first three levels (according to the field-level classification of occupations given by Anne Roe) and have shunned the last three levels completely irrespective of their age and SES. Their interest patterns also support their preferences for the first three level occupations. This is supported by the information that most of the students of both groups want to study further, i.e. they want to achieve the level of education which corresponds with the three higher levels of occupations. However, rural students show higher educational aspirations than the urban students.

The study reveals that the vocational planning of both rural and urban students is influenced by the family in the same manner. Both the groups are influenced

most by the thinking of their fathers, next by their mothers' and least by their siblings' thinking.

As far as the job values are concerned it has been found that the rural students show more independence in holding the same. The urban students are more future oriented and have a tendency to think and plan much ahead of time.

The most preferred and least preferred job values of rural-urban groups of students do not differ much. Leadership, fame, prestige - and social service are among the most preferred and Independence, power, and not required to work hard are the least preferred job values of both the groups. As far as the discrepancy between students own job values and their parents' perceived job values is concerned, it is found that by and large both the groups hold the same job values as their parents' perceived job values. Age and SES however influence the discrepancy.

To sum up we may say that the students in urban and rural Meghalaya are not much different and rural students seem to have an edge over their urban counterparts in certain respects inspite of some obvious deficits.

CHAPTER 10

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER 10

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The project consists of five studies based on five comparisons, the main study being of ethnic comparisons at the macrolevel. Other studies are ethnic microlevel comparisons i.e. inter-tribal comparisons. The effect of the independent variables has been studied on the criterion variables which have been classified in four sub-sets viz; home background variables, psychological characteristics, schooling, and educational and vocational planning. Age and SES have been controlled in all the studies and the effect of these covariates on all the variables has been studied after the partialling in the case of continuous variables, and before as well as after the partialling in the case of discrete variables. The sample size has varied from study to study and from variable to variable mainly due to no information and no response cases. It has been found that more tribal students belong to the higher age than the non-tribals whereas it is reverse in the case of lower age category. As regards SES it is observed that a larger proportion of tribal students belong to the lower category as compared to the non-tribal groups.

The study shows that by and large the tribal students in Meghalaya schools are not very different from the non-tribals with respect to many home background and vocational planning characteristics. The general socio-cultural milieu seems to influence every one in the state irrespective of his/her ethnic affiliation. On some dimensions however, tribals are slightly inferior than the non-tribals. This is evident in general mental ability, SES, and academic achievement. Despite the fact that the tribals are inferior

with regard to these characteristics, they are at par with the non-tribals as far as their educational and vocational planning is concerned. This may however be interpreted in the light of the fact that the tribal students are older in age and age is considered to be an important factor in vocational development. moreover both the groups have higher vocational aspirations. Their vocational plans seem to be unrealistic and fantasy based. They want to take up jobs at higher levels and are not interested in considering jobs at lower levels. Moreover they do not take into consideration their personal characteristics such as general mental ability, academic achievement, interests, and SES background etc, which are important for entering into any occupation. Their vocational plans are influenced by their parents to a great extent and the family members play a significant role in the vocational development of adolescents belonging to both the ethnic groups.

Tribal girls are more independent of their parents in their job values, whereas non-tribal girls and boys and tribal boys conform more to their parents' job values. This may be due to the tribal practice according to which women play a more significant role in the world of work.

It can thus not be generalized that tribal students are disadvantaged and inferior on all dimensions. Infact they are superior on some aspects of vocational development as compared to the non-tribals.

We can infer from this that the lower SES is not always detrimental to all aspects of one's development. In fact some aspects of vocational development are facilitated in poorer homes, as children are compelled to explore the world of work due to their poor financial background and are ready to enter the occupations earlier than children from better off homes. These findings have implications for education and guidance of the students of Meghalaya. The educational curricula for these children should be made need based and the educational vocational guidance programmes in the schools may focus on those aspects of vocational development of these children which need special attention. Their vocational aspirations need to be more realistic and practical. Orientation of parents is also necessary for proper understanding of their children's educational and vocational development and their role in it.

The three tribes viz., Khasi, Garo and Mizo were compared in the study and it has been found that the three tribes differ on demographic dimensions. They vary with respect to their SES and age, with Khasis and Mizos belonging to higher SES than Garos, and Khasis belonging to lower age group than the Garos and Mizos. This indicates that perhaps Khasis as a tribe are more enlightened and educated and they send their children to school at an early age than the other two tribes. The Khasi parents belonging to higher SES group, are engaged in business and occupational fields and are more involved in their children's education particularly in the urban areas. In the rural area however Garo parents show more concern about their children's education and provide more facilities in the home for study.

Children of all the three tribes provide help to parents at home irrespective of SES or age. This seems to be a common feature of tribal culture in Meghalaya.

The three tribes do not differ on school achievement inspite of differences in their general mental ability and facilities in the home for study. Khasis however have higher n-Ach. All the three tribes show similar level of educational and vocational planning. Infact they all have more than average information about their expected occupation. They have higher educational and vocational aspirations.

Parents and siblings of all the tribes play a significant role in their educational and vocational planning. However the greatest influence is exercised by the mother on the three tribes except in the case of FGL group where the influence varies from tribe to tribe. This is due to the matriarchical nature of these tribes. Age and SES have no effect on the family's influence on the vocational development.

Though the vocational plans of tribal students are influenced by their parents, they hold job values which are independent of their parents' perceived job values, irrespective of age and SES. This may be an indication of the tribal students' career attitudes and independence. Thus, while the three tribes are more or less at par on many characteristics Khasis have a slight edge over the other two tribes. This may be due to the fact that Khasis are the native tribe of Shillong and surrounding places and are well settled. Proper attention has to be given to students of other tribes which are not so better off. Special motivation programmes should be planned for them.

As far as the sex differences among tribals are concerned it has been found that differential treatment is given to the girls and boys. In Meghalaya also, like in the rest of the world, more facilities and attention are provided to the boys. This would seem quite strange in a matriarchical society but it is true that boys are provided better facilities at home for studies. Despite the same level of mental ability, due to better facilities at home, they are superior on school achievement. They are also found to have higher educational and vocational aspirations than the girls. Differences in the interest patterns of the boys and girls also show that the socialisation process is different for the children. Boys show higher interests in mechanical area whereas girls have higher aesthetic interests. This is confirmed by the fact that boys show higher scholastic achievement and get higher marks in mathematics and science than the girls. This pattern of achievement is not due to inferior endowment of girls as they have the same general mental ability as boys but it is a learned behaviour of girls all over the world. In Meghalaya schools also these trends are evident. Girls also report more problems in areas such as home, family and sex, personal psychological relations and vocational and educational future. However since girls are by and large from better-off homes it has been found that they are not different from boys on occupational information. It is quite likely that due to very limited occupational choice in the state, their higher SES, and their higher mental ability, it is not difficult for them to collect complete information about their expected occupations. Sex differences however are

clear on the field of expected occupation. More girls expect to enter occupations in science, general and cultural and organisational fields. This may be due to the higher SES background of the girls. Age and SES seem to be marginally associated with the occupational field. More girls and boys of lower age but higher SES expect to enter occupations in science and organisational fields than those belonging to higher age and lower SES groups.

Vocational planning seems to become monotonically more realistic with age. It is evident from findings that as age increases there is a trend for boys and girls to opt for somewhat lower level occupations. Girls however show higher level of occupational aspirations. The reason of their aspiring for higher level occupations may be that since by and large they belong to better homes than the boys they aspire for higher level occupations. This finding supports Crite's observations that attitudes concerning occupations are learned through identification with the social class to which the individual belongs. The study reveals that the family members, namely, father, mother and older siblings play a vital role in the vocational development of both boys and girls and their approval of their occupational choice has an important place in their vocational planning.

Neither sex nor SES is associated with discrepancies between tribal students' job values and the perceived job values of their fathers and mothers. However, the disagreement between the job values of the students and the parents' perceived job values increases as the choice increase.

The two sexes are similar in certain respects too. They do not differ with respect to their home background, certain psychological characteristics, schooling and vocational planning characteristics. However keeping in mind the girls' poorer achievement, lower aspiration level, more problems in certain areas etc., it is suggested that guidance services should be planned separately for girls with special focus on their deficits, problems and requirements as well as their family background. They also need to be provided motivational counselling to achieve better. Also, it is found that a large number of girls drop-out of the school at an early age. It is suggested that their parents should be oriented in this regard. In fact, interventions should be planned at the community level for this social reform.

Tribal FGL students of Meghalaya are older than the tribal NFGL and belong to lower socio-economic background. They are characterised by the poor educational environment at home because of which they get very little educational stimulation. Their fathers' occupational field is also very different from NFGL's fathers which is quite expected.

However it is surprising to know that despite the disadvantaged home background, FGL are not very different from NFGL in various respects. It has been found that FGL have the same level of need for achievement, interests, intelligence and of educational aspirations as the NFGL, though effect of SES and age is evident on intelligence. This finding highlights the importance of **environmental (SES)** influences on cognitive and affective development of children. It can be said that since both the groups are studying in the same class and same school and are living in the same areas, perhaps the same type of environment

is influencing both the groups. FGL are also found to have a positive attitude towards school and are not different from the NFGL on scholastic achievement. Infact it is creditable for the FGL to achieve at par with the NFGL without any assistance from parents and friends. It may be due to the same level of intelligence and/^{high} level of educational aspiration that the FGL are able to do well in their studies.

FGL students however are different from NFGL in certain respects also. They report more problems in the areas of health, physical development, social-recreational activities, personal-psychological relations, curriculum and teaching procedures and even the aggregate number of problems. It has also been found that FGL girls are more disadvantaged in terms of more problems, poorer future time perspective and poorer achievement in Science subjects and Hygiene than the boys. This is quite understandable in the light of the poorer home background and older age of these students.

Tribal FGL have been found to be more past oriented than the NFGL students who are more future oriented. FGL girls are still poorer on future time orientation. This information about the time perspective of the FGL and NFGL would lead us to think that the NFGL tribals should perhaps be able to think much ahead of time and plan their vocation, but this is not the case. FGL thus are not particularly disadvantaged in this respect. This is perhaps due to the fact that FGL are older in age than the NFGL and age influence vocational planning.

Though the parents of FGL are not educated, they influence their children's vocational plans. This shows their interest in their children's vocational careers. Parents' educational level also does not seem to affect the discrepancy between the students' job values and their (students') perception of their parents' job values. We can thus say that despite many obvious drawbacks FGL do not differ too much on most of the variables from the NFGL. The development of characteristics among the tribal children seems to be influenced more by ethnicity and the common tribal culture of Meghalaya than by the parents' level of education.

The study shows that students in the rural areas belong to lower SES. This would make one think that they would be disadvantaged and inferior to the urban students in certain respects. They are however not much disadvantaged compared to the urban students in Meghalaya. On the contrary they show superiority on some of the dimensions such as the facilities for study at home, completing homework without friends' help, liking the school and perceiving the school climate positively. This suggests that tribal students in both the areas need more or less the same kind of guidance programme with a slight difference according to their specific needs. Urban tribal students, for example, achieve poorer in school despite the same level of general mental ability and more parental concern about their education. Perhaps their low achievement is due to lower educational aspiration and other noncognitive reasons such as poor motivation, environmental facilities etc. They do not

seem to be hard working and responsible. Moreover they do not have positive attitude toward school and education. They need to be provided educational guidance and motivational counselling so that they achieve upto the expected level in accordance with their mental ability.

On vocational planning also rural students show their superiority. They have more information about their expected occupation in terms of nature of work, and entry qualifications for the occupation. Age and SES are not found to exercise influence on these variables in the rural areas which is rather surprising as it contradicts the vocational development theory propounded by Super and others and which has been confirmed in other comparisons. On some of the variables pertaining to the expected occupation, rural boys and on some rural girls are better than the urban girls. This reveals that boys and girls in the rural areas by and large are highly motivated to acquire relevant information about expected occupation and their occupational aspirations are generally high. This could perhaps be due to the reason that the rural students have information about a very limited number of occupations which they observe only in their immediate environment and close vicinity, due to relatively fewer occupational opportunities available in rural areas. This is confirmed by the fact that their vocational preferences are also very limited. It is therefore possible for them to collect complete information about these few occupations. On the contrary, it is likely that due to the availability of a large number of occupations the urban students are

aware of a large number of occupational opportunities and it is not possible for them to collect detailed information about their expected occupation. It is, however, evident from further observation that the rural students' vocational planning is not as realistic as that of the urban students as most of the rural students expect to enter the preferred occupation with increasing age whereas fewer urban students expect to enter the preferred occupation with increasing age. Alternatively this may also indicate that the rural students are more confident of their decision which may be due to their higher aspirations, hard work and high achievement in school. Rural and urban students expect to enter more or less the same occupational fields irrespective of their SES and age. However more urban boys expect to enter organizational field and more rural boys general and cultural field. As far as the level of preferred occupation is concerned the rural-urban groups do not differ. It

is however interesting to note that the students in both the areas have shown their preferences only for the first three levels and have shunned the last three levels completely irrespective of their age and SES. Their interest patterns also support their preferences for the first three level occupations. This is supported by the information that most of the students of both groups want to study further, i.e. they want to achieve the level of education which corresponds with the three higher levels of occupations. However, rural students show higher educational aspirations than the urban students.

It has been found that the vocational planning of both rural and urban students is influenced by the family in the same manner. Both the groups are influenced

most by the thinking of their fathers, next by their mothers' and least by their siblings' thinking. As far as the job values are concerned it has been found that the rural students show more independence in holding the same.

The pattern of job values of rural-urban groups of students does not differ much. Leadership, Fame, Prestige - and social service are among the most preferred and Independence, Power and Not Required to Work Hard are the least preferred job values of both the groups. As far as the discrepancy between students own job values and their parents' perceived job values is concerned, it is found that by and large both the groups hold the same job values as their parents' perceived job values. Age and SES however influence the discrepancy.

Also, though the urban students are more future oriented than the rural tribal students they do not manifest better vocational planning. This may partly be due to the fact that they are more dependent on their parents for decisions pertaining to their jobs whereas rural tribals are more independent in such matters. They (urban tribal) need training in independent thinking and decision making and guidance and counselling for better career planning and vocational development.

Students in urban and rural Meghalaya are thus not much different and rural students seem to have an edge over their urban counterparts in certain respects inspite of some obvious deficits.

To sum up we can say that theoretical assumptions concerning the importance of certain variables in educational and vocational development of individuals have been confirmed in cultural and socio-economic context quite different from the context in which these assumptions originated viz, U.S.A. The study confirms the importance of family, parental influences, SES background, individuals age, intelligence level etc. The study reveals that the educational vocational development of the individual follows the same pattern every where. It has also been found that it is facilitated in poorer homes because children in these homes get a greater ~~exposition to world of work~~. This indicates need for greater exposure to work experience for all children for better vocational planning and preparation. It has implications for career guidance programmes in schools also. School programmes should provide greater exposure to the world of work and manual labour. This shows the need and importance of career and vocational education which can serve as **important** instruments to facilitate vocational development of children.

Since Meghalaya is a matriarchical society and girls and women play an important role in their economy, it is of paramount importance that the girls plan their educational and vocational career systematically and scientifically. Special guidance interventions may be organized for tribal girls to motivate them in this respect. Home intervention programmes are also required to motivate their parents to take adequate care of educational and vocational careers of their girls.

Guidance services in the Meghalaya schools may include such activities and programmes which will help realistic vocational planning among the children. Their vocational aspirations seem to be unrealistically high, they have to be made realistic and achievable. This may be done through need based vocational guidance and career counselling of tribal students in schools.

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APPENDICES

Table 1.1.1
Comparison of Tribals and Non-Tribals on
Variables by Chi-square and Partial Contingency Coefficient
Home Background

Categorion	Partialling out Age					Partialling out SES				
	Before		After			Before		After		
	n	df	χ^2	df	POC	n	df	χ^2	df	POC
Helping the parents	295	2	42.06**	6	31.79**	316	2	47.39**	4	27.56
Father's occupation: Field	294	7	39.38**	217	38.92**	317	7	41.17**	14	43.55

Note. Only the variables found significant have been included in this table.

** P < .01

Table 1.1.2
Comparison of Tribals and Non-tribals on
Psychological Variables by Analysis of Covariance

Criterion	n	Tribals			Non-Tribals			df	F			
		Covariates	Criterion	Adjusted criterion	Covariates	Criterion	Adjusted criterion					
		Age	SES		Age	SES						
Problems of finance and living conditions	232	193.39	29.62	6.80	6.57	76	175.92	38.59	4.49	5.19	1,304	8.31**
Problems of home, family and sex	232	193.39	29.62	6.30	6.19	76	175.92	38.59	4.71	5.03	1,304	8.18**
Problems of vocational and Educational future	232	193.39	29.62	7.04	6.87	76	175.92	38.59	5.00	5.54	1,304	6.43*
General mental ability	110	197.96	28.45	25.04	27.00	40	173.83	38.25	42.53	37.12	1,146	12.01***
Interest: Clerical	111	197.99	28.23	22.60	22.09	41	174.10	38.15	18.24	19.68	1,148	4.41*

Note. Only the variables found significant have been included in this table.

Age is given in months.

Table 1.1.3
Comparison of Tribals and Non-tribals on
Variables by Analysis of Covariance

Criteria	Tribals						Non-Tribals					
	Means			Means			Means			Means		
	Covariates		Criterion	Adjusted		Criterion	Covariates		Criterion	Adjusted		Criterion
	n	Age		SES	df		n	Age		SES	df	
Liking school	232	16.75	29.60	9.48	9.41	76	175.92	35.59	8.01	1,204	16.69**	
Achievement in Science	224	19.75	30.64	48.84	48.82	72	175.79	33.57	52.68	1,292	5.15*	
Achievement in Domestic Science	51	18.30	31.57	43.71	48.61	33	177.39	30.85	55.69	1,80	6.53*	
Overall achievement	224	19.75	29.64	48.40	48.56	72	175.79	38.57	52.21	1,292	4.68*	

Comparison of Tribals and Non-tribals on Significant Schooling Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES			
	Before		After		Before		After	
	n	df	X ²	df	n	df	X ²	df
Friends help in home work	306	2	10.23**	6	330	2	7.81*	4
Hours of homework	305	4	22.73**	12	323	4	22.76**	3
							26.47*	

Note. Only the variables found significant have been included in this table
 * P / .05; ** P / .01; *** P / .001

Table 1.1.4
Comparison of Tribals and Non-tribals on Educational and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	n	Partialling out Age				Partialling out SES			
		Before		After		Before		After	
		df	χ^2	df	POC	df	χ^2	df	POC
Family influence on vocational planning: greatest	231	2	1.96	6	16.73*	2	3.77		6.57
Perception of mother's thinking about expected occupation of the student	279	4	30.54*	12	NV	4	11.39*		6.52
Discrepancy between own and father's highest job value	306	3	56	9	14.15	3	9.87*		11.92
Discrepancy between own and father's second highest job value	306	3	107*	9	10.80	3	12.35**		9.31
Discrepancy between own and mother's highest job value	306	3	35*	9	14.16	3	8.24*	6	7.99
Educational aspiration	299	3	7.38**	9	13.99	3	8.14*	6	11.51

Table 1, 2, 1
 Comparison of Tribal boys and Non-tribal boys on
 Variations by Chi-square and Partial Contingency Coefficient
 Home Background

		Partialling out Age				Partialling out SES			
		Before df	χ^2	df	After PCC	Before df	χ^2	df	After PCC
Orientation	n					n			
	168	10	27**	6	14.51*	7	22.11	2	15.45**
Religious Field	171	7	26.62**	21	NV	102	31.24**	14	41.94**

Note: Only the variables found significant have been included in this table.

* $P < .01$; * $P < .05$
 NV stands for no value

Table 1.2.2

Comparison of Tribal boys and Non-tribal boys on Psychological Variables by Analysis of Covariance

Criterion	Tribals				Non-tribals			
	Means				Means			
	n	Age	Covariates	Adjusted criterion	n	Age	Covariates	Adjusted criterion
		(in months)	SES				SES	
Problems of health and Physical development	136	199.45	23.97	5.32	42	174.43	37.71	4.37
								1,174 5.01*
Problems of finance and living conditions	136	199.45	23.97	6.20	42	174.43	37.71	3.45
								1,174 7.83**
Problems of home, family and sex	136	199.45	23.97	5.72	42	174.43	37.71	3.76
								1,174 6.23*
Problems of adjustment to school	136	199.45	23.97	6.39	42	174.43	37.71	4.30
								1,174 4.40*
General mental ability	80	200.55	23.32	27.10	30	173.41	30.36	43.13
								37.43 1,115 7.81**
Interest: outdoor	77	201.00	23.47	27.32	40	173.70	30.26	25.25
								23.73 1,113 3.93*

Note: Only the variables found significant have been included in this table.

Age is given in months

** P < .01 ; * P < .05

Table 1, 2, 4

Comparison of Tribal boys and Non-tribal boys on Educational and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	Before		After			Before		After		
	n	df	χ^2	df	PGC	n	df	χ^2	df	PGC
Family influence on vocational planning: greatest	162	2	3.27	6	14.40*	172	2	1.66	4	3.30
Family influence on vocational planning: greatest	146	4	3.01	3	8.19*	155	1	1.24	2	1.03
Discrepancy between own and father's second highest job value	173	3	12.53**	9	10.61	190	3	10.69* 6		12.14
Educational aspiration	173	3	15.06**	9	19.94	184	3	12.54** 6		13.48

Note. Only the variables found significant have been included in this table.

* $P \leq .05$; ** $P \leq .01$

Table 13.1
Comparison of Tribal girls and Non-tribal girls on
Background Variables by Analysis of Covariance

Criterion	Tribals				Non-Tribals							
	n	Means		Adjusted criterion	n	Means		Adjusted criterion				
		Covariates Age	SES			Covariates Age	SES					
Parents involvement in child education	94	334.83	30.46	13.64	13.85	34	177.7	30.68	13.24	17.64	1,124	4.47*

Comparison of Tribal girls and Non-tribal girls on
Background Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	n	Before		df	PCC	n	Before		df	PCC
		cf	χ^2							
Helping the parents	127	2	27.0.**	6	NV	137	2	20.77*	4	NV
Father's occupation: Field	123	7	23.66**	21	IV	135	7	22.13*	14	NV

Note. Only the variables found significant have been included in this table.
Age is given in months.
** P < .05 ; ** P < .01

Table 1.23
Comparison of tribal girls and Non-tribal girls on
Schooling Variables by Analysis of Covariance

Criterion	Tribals					Non-tribals						
	n	Means		Adjusted criterion	n	Means		Adjusted criterion	df	F		
		Overlaid	SES			Overlaid	SES					
Liking school	96	134.95	30.49	6.69	9.70	34	177.77	30.63	8.33	8.84	1,126	3.92*
Achievement in Geography	95	135.75	30.34	40.43	43.67	34	177.77	30.63	55.32	54.32	1,125	7.04**
Achievement in Domestic science	47	179.57	31.01	47.34	47.59	33	177.39	30.35	55.55	55.13	1,76	9.02**
Overall achievement	95	135.75	30.34	46.37	46.30	34	177.77	30.63	57.21	55.72	1,125	11.00***

Comparison of tribal girls and Non-tribal girls on
Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age						Partialling out SES					
	Before			After			Before			After		
	n	df	X ²	n	df	PGC	n	df	X ²	n	df	PGC
Hours of homework	127	4	10.22*	12	NV		133	4	9.74*	9	NV	

Note. Only the variables found significant have been included in this table.
Age is given in Months

* P / .05. ** P / .01. *** P / .001

Table 1, 3, 4
Comparison of Tribal girls and Non-tribal girls on
Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES			
	n	Before		After POC	n	Before		After POC
		df	X ²			df	X ²	
Occupational role model	123	1	3.99*	3	140	1	2.33	2
Family influence on vocational planning: Second greatest	104	2	7.17*	6	116	2	6.30*	4
Mother's thinking about expected occupation of student	114	4	15.51**	12	126	4	17.64**	3
Discrepancy between own and father's highest job value	123	3	11.51**	.	140	3	10.07*	6
Discrepancy between own and mother's highest job value	123	3	11.67**	9	140	3	11.56*	6
Educational aspiration	126	3	10.09*	9	136	3	12.33**	6

Note. Only the variables found significant have been included in this table

Comparison of Khasi, Mizo & Garo Students on Home Background variables by Chi-square and Partial Contingency Coefficient

[illegible]

Note: Only the variables found significant have been included in this table.

P.L.01**

Table 2.1.2. (Contd.)

Comparison of Khasi, Mizo and Garo Students on Significant Psychological Variables by Scheffé Test.

Criterion	df	F (1,2)	F (1,3)	F (2,3)
N - each	2,218	8.44*	12.15*	5.59
Problems of health and physical development	2,218	6.07*	24.23*	.61
Problems of finance and living conditions	2,218	7.13*	.10	4.23
Problems of social and recreational activities	2,218	9.17*	1.61	.77
Problems of home, family & sex	2,218	8.01*	7.95*	.21
Problems of personal psychological relations	2,218	3.50	3.10*	.14
Problems of moral and religion	2,218	6.86*	.59	2.39
Problems of vocationally & educational future	2,218	8.80*	2.79	1.88
Problems of adjustment to school	2,218	6.57*	.43	2.90
Aggregates problems	2,218	8.91*	2.35	2.19
Future time perspective	2,225	6.27*	8.31*	.01
Fast time perspective.	2,225	1.75	59.50*	17.95*
General mental ability	2,105	8.50*	15.86*	.13
Interest: Mechanical	2,104	3.47	11.05*	.97
Interest: Aesthetic	2,104	7.04*	10.60*	.08

Note. Critical values of F for 1,2 and 1,3 degrees of freedom are 16.59 and 19.16 respectively.

Notes... 1 - Khasi; 2 - Mizo; 3 - Garo; F(1,2) stands for comparison between Khasi & Mizo, etc.

* P < .05

Table 2.1.2 (Continued)

Criterion	Khasi				Mizo				Garo								
	Means		Means		Means		Means										
	n	Covariates Age SES	Criterion	Adjusted criterion	n	Covariates Age SES	Criterion	Adjusted criterion	n	Covariates Age SES	Criterion	Adjusted criterion					
Future time perspective	160	136.10	23.52	54.70	54.93	26	196.46	30.50	79.57	77.83	42	221.83	27.95	76.40	76.55	2,223	5.22
Past time perspective	160	136.05	23.52	31.96	32.53	26	196.46	30.50	41.89	41.27	42	221.83	27.95	76.04	74.15	2,223	23.1
General mental ability.	75	133.05	27.96	23.69	23.30	15	193.66	23.73	13.13	17.69	13	245.72	23.67	13.73	15.77	2,103	6.47
Interests: Mechanical	76	133.22	27.65	23.75	24.23	15	193.67	23.73	20.80	20.97	13	245.72	23.66	21.00	13.84	2,104	3.34
Interests: Aesthetic	76	133.22	27.64	22.73	22.66	15	193.67	23.73	25.87	26.77	13	245.72	23.67	25.94	27.34	2,104	5.20

Note. Only the variables found significant have been included in this table.

Age is given in months.

* P \angle .05; ** P \angle .01; *** P \angle .001

Table 5.1.3
Comparison of Khasi, Mizo and Garo Students on
Schooling Variables by Analysis of Covariance

Criterion	n	Khasi			Mizo			Garo									
		Means		Adjusted critrion	Means		Adjusted critrion	Means		Adjusted critrion							
		Covariates Age	Covariates SES		Covariates Age	Covariates SES		Covariates Age	Covariates SES								
Liking school	154	185.40	29.64	10.10	10.15	26	196.46	30.50	6.04	6.05	43	222.61	27.91	8.28	8.07	2,218	23.49***
Perception of school climate	154	185.40	29.64	6.12	6.15	26	196.50	30.50	5.31	5.33	43	222.61	27.91	6.93	6.81	2,218	6.15**
Achievement in Domestic Science	37	174.62	31.36	46.11	45.93	1	202.00	30.00	49.00	49.53	7	213.86	28.29	64.14	65.02	2,40	17.01***

Comparison of Khasi, Mizo & Garo Students on Schooling
Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	n	Before		df	After POC	n	Before		df	After POC
		df	χ^2							
Hours of homework	220	8	35.40**	24	51.56**	237	3	33.23**	16	39.39**
Fixed time for homework	214	2	2.63	6	13.27*	232	2	4.95	4	7.13

Note. Only the variables found significant have been included in this table.

* P $\leq .05$, ** P $\leq .01$, *** P $\leq .001$

Age is given in months

Table 2.1.3 (Contd.) Significant
Comparison of Khasi, Mizo and Garo Students on Schooling
Variables by Scheffé Test

Criterion	df	F(1,2)	F(1,3)	F(2,3)
Liking School	2,218	27.21*	40.27*	.01
Perception of School climate	2,218	5.59*	5.47*	13.27*
Achievement in Domestic Science	2,40	.32	55.36*	5.42*

1 - Khasi; 2 - Mizo; 3 - Garo; F(1,2) stands for comparison between Khasi & Mizo, etc.

* P < .10

Comparison of Khasi, Mizo and Garo Students on Educational & Vocational Planning Variables by Analysis of Covariance

Criterion	n	Musi			M20			Garo			df	F					
		Means		Adjusted criterion	Means		Adjusted criterion	Means		Adjusted criterion							
		Overlaid Age	Criterion		Overlaid Age	Criterion		Overlaid Age	Criterion								
Information about nature of work in expected occupation.	154	135.30	29.64	2.62	2.57	26	196.46	30.50	1.85	1.37	43	222.61	27.91	2.40	2.55	2,218	7.72***
Information about entry qualification in expected occupation.	154	135.30	29.64	2.44	2.45	26	196.46	30.50	1.73	1.73	43	222.61	27.91	2.42	2.39	2,218	29.97***
Information about age of special training in expected occupation	140	135.34	30.05	1.76	1.73	26	196.46	30.50	1.19	1.19	37	219.00	28.27	2.32	2.45	2,198	11.69***
Information about duration of special training in expected occupation.	140	135.34	30.05	2.05	2.00	26	196.46	30.50	1.34	1.35	37	219.00	28.27	2.29	2.46	2,198	8.74***
Information about name & location of special training institute in expected occupation.	140	135.34	30.05	2.11	2.08	26	196.46	30.50	1.62	1.62	37	219.00	28.27	2.37	2.43	2,198	4.50*
Extent of information about expected occupation.	154	135.40	29.64	22.30	21.94	26	196.46	30.50	15.15	15.22	43	222.61	27.91	23.04	24.29	2,218	15.11**

Note: *p < .05; **p < .01; ***p < .001

† Only the variables found significant have been included in this table. Age is given in months.

Table 2.1.4 (Continued)

Comparison of Khasi, Mizo & Garo Students' on Educational and Vocational Planning Variables by Chi-square and Partial Contingency

Criterion	Partialling out Age					Partialling out SES				
	Before		X ²	After		Before		X ²	After	
	n	df		df	PCC	n	df		df	PCC
Occupational role model influence	216	2	14.60**	6	22.10**	234	2	14.01*	4	18.10*
Planning: Second greatest	173	4	7.91	12	18.63	189	4	10.01*	8	13.02
Perception of mothers thinking about expected occupation of the student	200	8	42.84**	24	N.V.	218	8	46.93**	16	52.53**
Information as to whether special training is required or not	223	2	7.03*	6	12.99*	240	2	4.61	4	5.80
Discrepancy between own and mother's second highest job value	221	6	11.71	18	22.53	239	6	12.52	12	21.03*

Note. Only the variables found significant have been included in this table.

* P < .05; ** P < .01.

N.V. stands for no value.

Table 2.1.4 (Contd.)
Significant
Comparison of Khasi, Mizo and Garo Students on Educational and
Vocational Planning Variables by Scheffe Test.

Criterion	df	F(1,2)	F(1,3)	F(2,3)
Information about nature of work in expected occupation.	2,218	15.37*	.08	9.83*
Information about entry qualifications in expected occupation.	2,218	17.97*	.16	11.15*
Information about type of special training in expected occupation	2,193	6.3*	15.26*	24.19*
Information about duration of special training in expected occupation	2,193	9.05*	5.07*	40.83*
Information about name & location of special training institute in expected occupation.	2,193	3.93	5.97	9.53*
Extent of information about expected occupation.	2,218	155.63*	4.15	29.81*

* p < 0.05 level of significance.

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; F(1,2) stands for comparison between Khasi & Mizo, etc.

Table 2.2.1
Comparison of Khasi, Mizo and Garo Urban on
Background Variables by Analysis of Covariance

Home

Criterion	Khasi				Mizo				Garo							
	n	Means			n	Means			n	Means						
		Covariates	Criterion	Adjusted criterion		Covariates	Criterion	Adjusted criterion		Covariates	Criterion	Adjusted criterion				
		Age	SES			Age	SES			Age	SES			Age	SES	
Parents involvement in child education	92	179.80	31.53	19.30	19.13	10	209.10	31.60	16.80	16.84	21	245.71	27.91	17.14	17.60	2,118

Comparison of Khasi, Mizo and Garo Urban on
Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partiellling out Age				Partiellling out SES					
	Before		After		Before		After			
	n	df	χ^2	POC	n	df	χ^2	POC		
Father's occupation: Field	116	14	73.56**	42	NV	129	14	74.40**	23	90.73**

Note. Only the variables found significant have been included in this table.
Age is given in months.
*P < .05; **P < .01
NV stands for no value.

Table 2.2.1 (Contd.)

Comparison of Khasi, Mizo & Garo Urban Students on Significant Home Background Variables by Scheffe Test.

Criterion	df	F _(1,2)	F _(1,2)	F _(2,3)
Parents involvement in child education.	2, 118	7.14*	5.59*	.68

Note. 1 → Khasi; 2 → Mizo; 3 → Garo; F_(1,2) stands for comparison between Khasi & Mizo, etc.

Table 2.2.2
Comparison of Khasi, Mizo and Garo Urban on
Psychological Variables by Analysis of Covariance

Criterion	Khasi Urban				Mizo Urban				Garo Urban								
	n	Covariates Age	SES	Criterion Adjusted critrion	n	Covariates Age	SES	Criterion Adjusted critrion	n	Covariates Age	SES	Criterion Adjusted critrion					
													Means	Means	Means		
Problems of finance and living con- ditions	93	179.84	31.62	6.60	6.50	10	209.10	31.60	4.00	4.27	21	245.71	27.91	6.00	6.32	2,119	3.12
Problems of social and cross-national activities	93	179.84	31.62	6.80	6.56	10	209.10	31.60	4.00	4.36	21	245.71	27.91	5.91	6.77	2,119	3.43
Problems of vocational and Educa- tional future	93	179.84	31.62	7.29	7.23	10	209.10	31.60	4.1	4.35	21	245.71	27.91	5.31	5.97	2,119	3.44
Problems of adjustment to school	93	179.84	31.62	6.90	6.67	10	209.10	31.60	4.0	4.33	21	245.71	27.91	5.91	6.77	2,119	3.53
Aggregate problems	93	179.84	31.62	64.61	62.32	10	209.10	31.60	40.10	43.93	21	245.71	27.91	54.91	63.21	2,119	3.35
Pleasant tone of future events	92	179.90	31.64	5.75	5.95	10	209.10	31.60	4.30	4.06	20	245.25	28.00	5.55	4.74	2,117	0.10
Unpleasant tone of future events	92	179.90	31.64	1.21	1.06	10	209.10	31.60	2.00	2.16	20	245.25	28.00	1.50	2.11	2,117	4.09
Past time perspective	93	179.84	31.62	33.09	30.83	10	209.10	31.60	36.00	53.19	20	245.25	28.00	100.95	97.30	2,113	9.79

Table 2.2.2. (Continued)

Criterion	Khasi Urban				Mizo Urban				Chero Urban				df	F			
	n	Means		Adjusted criterion	n	Means		Adjusted criterion	n	Means		Adjusted criterion					
		Covariates Age	Criterion SES			Covariates Age	Criterion SES			Covariates Age	Criterion SES						
Health	95	179.04	51.62	9.57	0.60	10	209.10	51.60	7.40	7.26	21	245.71	27.01	7.62	7.20	2,119	5.69*
General mental ability	29	150.19	51.79	36.10	54.51	1	235.00	52.00	14.00	15.91	13	245.72	23.67	15.73	16.56	2,445	4.68*
Interest: aesthetic	20	100.10	51.73	22.95	21.49	1	235.00	52.00	27.00	28.47	13	245.72	23.67	26.94	29.13	2,443	5.51*

Note. Only the variables found significant have been included in this table.

Age is given in months

* $P < .05$; *** $P < .001$

Table 2.2.2. (contd.)

Comparison of Khasi, Mizo & Garo Urban Students on Significant Psychological Variables by Scheffe Test.

Criteria	df	F(1,2)	F(1,3)	F(2,3)
N = each				
Problems of finance and living conditions	2, 119	6.03*	12.47*	.21
Problems of Social and recreational activities.	2, 119	6.60*	.10	4.20
Problems of Vocational and Educational future.	2, 119	6.54*	.11	5.87*
Problems of Adjustment to school	2, 119	7.97*	22.67	1.90
Aggregate problems.	2, 119	6.89*	.62	5.63*
Pleasant tone of future events.	2, 119	6.51*	.63	5.37
Unpleasant tone of future events.	2, 119	22.13*	15.01*	1.92
Past time perspective	2, 117	7.26*	18.25*	.01
General mental ability	2, 118	2.86	48.56*	8.90*
Interest; Aesthetic	2, 43	2.43	26.04*	.03
	2, 43	1.42	19.90*	.01

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; F(1,2) stands for comparison between Khasi, Mizo, etc.

* p < .10

Test 2020

Comparison of Khasi, Jaintia and Garo Tribes on Schooling Variables by Chi-square and Partial Contingency Coefficient

Note: Only the variables found significant have been included in this table.

* $P < .05$; *** $P < .001$
 NV stands for no value

Table 2.2.3. (Contd.)

Comparison of Khasi, Mizo & Garo Urban Students on Significant Schooling Variables by Scheffe Test.

Criterion	df	F (1,2)	F (1,3)	F (2,5)
Working school.				
Achievement in Hygiene.	2,199	16.50*	64.22*	3.19
	2,65	5.30	1.30	9.20*
Note. 1 - Khasi; 2 - Mizo; 3 - Garo; F(1,2) stands for comparison between Khasi & Mizo, etc.				

* F / L_{0.10}

Table 2.2.4
Comparison of Khasi, Mizo and Gero Urban on
Educational and Vocational Planning Variables by Analysis of Covariance

Criterion	Khasi				Mizo				Garo								
	Means		Means		Means		Means		Means		Means						
	n	Covariates Age SES	Criterion	Adjusted criterion	n	Covariates Age SES	Criterion	Adjusted criterion	n	Covariates Age SES	Criterion	Adjusted criterion	T	F			
Information about nature of work in expected occupation	93	179.84	51.62	2.60	2.56	10	209.10	51.60	.70	.76	21	245.71	27.91	2.03	2.17	2,119	17.66***
Information about entry qualifications in expected occupation	93	179.84	51.62	2.51	2.54	10	209.10	51.60	1.10	1.07	21	245.71		2.33	2.26	2,119	3.69**
Information about type of special training in expected occupation	85	179.73	52.13	1.39	1.39	10	209.10	51.60	.88	.91	15	246.07	23.30	1.30	1.35	2,105	4.21*
Information about duration of special training in expected occupation	85	179.73	52.13	2.11	1.95	10	209.10	51.60	.90	1.12	15	246.07	23.30	1.37	2.59	2,105	5.35**
Information about name and location of training institute in expected occupation	95	179.73	52.13	2.22	2.13	10	209.10	51.60	1.00	1.57	15	246.07	23.30	1.93	2.13	2,105	3.51*

9913...2/-

Table 2.2.4 (Continued)

Criterion	Khasi				Mizo				Garo								
	Means				Means				Means								
	n	Covariates	Adjusted	criterion	n	Covariates	Adjusted	criterion	n	Covariates	Adjusted	criterion					
		Age	SES		Age	SES	Age		SES								
Extent of information about expected occupation	93	179.64	31.62	22.41	21.74	10	23.10	31.60	9.00	9.76	21	245.71	27.91	19.57	22.16	2,119	14.0

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P / .05; ** P / .01; *** P / .001

Table 2.4. continued)
Comparison of Khasi, Mizo and Garo Urban on Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Particlling out Aso					Particlling out SES				
	Before		After		n	Before		After		n
	n	df	χ^2	df		n	df	χ^2	df	
Expectation of entering the preferred occupation	124	2	15.34**	6	NV	130	2	9.31**	4	11.33*
Expected occupation: Field	130	10	27.17**	30	NV	135	10	23.63**	20	34.52*
Family influence on vocational planning: second greatest	85	4	19.92**	12	NV	97	4	32.72**	8	32.34**
Family influence on vocational planning: second greatest	61	2	6.19*	6	NV	72	2	14.33**	4	14.33**
Perception of mother's thinking about expected occupation	106	8	38.23**	24	NV	120	8	46.65**	16	NV
Discrepancy between own and mother's third highest job value	124	6	21.12**	18	NV	138	6	17.63**	12	21.36*

Note. Only the variables found significant have been included in this table.

* P \leq .05; ** P \leq .01

NV stands for no value.

Table 2.2.4 (Contd.)

Comparison of Khasi, Mizo & Garo Urban Students on Significant Educational & Vocational Planning Variables by Scheffe Test.

Criterion	df	$F(1,2)$	$F(1,3)$	$F(2,3)$
Information about nature of work in expected occupation	2,119	39.72*	3.54	18.30*
Information about entry qualification in expected occupation	2,119	18.20*	.13	12.02*
Information about type of special training in expected occupation.	2,105	8.84*	.93	5.40
Information about duration of special training in expected occupation.	2,105	5.74*	4.81	12.01*
Information about name & location of special training institute in expected occupation.	2,115	7.40*	.02	4.50
Extent of information about expected occupation.	2,119	27.70*	.06	22.24*

Note. 1 → Khasi; 2 → Mizo; 3 → Garo; $F(1,2)$ stands for comparison between Khasi & Mizo, etc.

* $F > F_{0.05}$

Table 2.1.
Comparison of Khasi, Mizo, Garo Rural on
Background Variables by Analysis of Covariance

Home

Criterion	Khasi				Mizo				Garo								
	Means		Means		Means		Means										
	n	Covariates	Criterion	Adjusted	n	Covariates	Criterion	Adjusted	n	Covariates	Criterion	Adjusted					
	Age	SES		Criterion	Age	SES		Criterion	Age	SES		Criterion					
Parents involved in child education	61	192.75	27.13	17.03	17.20	16	138.56	29.31	13.25	17.16	22	200.55	27.91	13.06	10.00	2.94	3.94*
Facilities in home for study	59	193.03	26.78	10.19	10.29	16	138.56	29.31	10.60	10.37	22	200.55	27.91	11.36	11.31	2.94	3.40*

Note. Only the variables found significant have been included in this table.

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P < .05

Table 2.3.1. (Contd.)

Comparison of Khasi, Mizo and Garo Rural Students on Significant Home Background Variables by Scheffe Test.

Criterion	df	$F_{(1,2)}$	$F_{(1,3)}$	$F_{(2,5)}$
Parent's involvement in child education.	2,94	.80	7.02*	1.53
Facilities in home for study.	2,92	.03	6.74*	3.30

Note. 1 = Khasi; 2 = Mizo; 3 = Garo; $F_{(1,2)}$ stands for comparison between Khasi & Mizo, etc.

Table 2.5.1.
Comparison of Khasi, Mizo and Garo Rural on
Psychological Variables by Analysis of Covariance

Criterion	n	Khasi			Mizo			Garo			df	F					
		Means		Adjusted criterion	Means		Adjusted criterion	Means		Adjusted criterion							
		Covariates age	SES		Covariates age	SES		Covariates age	SES								
W - cch	62	193.20	26.01	0.07	0.01	16	100.56	20.01	7.03	7.81	22	200.55	27.01	0.05	7.97	2,95	5.86*
1. Problem of health and physical development	62	193.20	26.01	6.73	6.72	16	100.56	20.01	5.06	5.11	22	200.55	27.01	5.05	5.04	2,95	3.06*
2. Problems of social and power related activities	62	103.25	26.01	0.02	0.02	16	100.56	20.01	5.00	5.00	22	200.55	27.01	5.01	5.00	2,95	4.11*
3. Problems of home family and sex	62	103.20	26.01	7.24	7.27	16	100.56	20.01	5.69	5.60	22	200.55	27.01	5.36	5.35	2,95	5.46**
4. Future time perspective	60	194.13	26.60	37.27	37.45	16	100.56	20.01	57.75	55.00	22	200.55	27.01	62.06	63.73	2,101	7.16**
5. Past time perspective	60	194.13	26.60	23.47	23.53	16	100.56	20.01	31.10	30.01	22	200.55	27.01	53.30	54.17	2,101	19.07**

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P < .05; ** P < .01; *** P < .001

Table - 2.3.2 (Contd.)

Comparison of Khasi, Mizo & Garo Rural Students on Significant Psychological Variables by Scheffe Test.

Criterion	df	F (1,2)	F (1,3)	F (2,3)
N-ach				
Problems of health and physical development	2,95	5.03*	4.74*	.10
Problems of social & recreational activities	2,95	4.10	5.64*	.01
Problems of home, family & sex	2,95	4.90*	5.50*	.01
Future time perspective	2,95	5.10*	8.54*	.10
Past Time perspective	2,101	4.80*	12.50*	5.75*
	2,101	1.35	38.80*	13.42*

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; F (1,2) stands for comparison between Khasi & Mizo, etc.

* P < .10

Table 3.3.3
Comparison of Khasi, Mizo and Garo Rural on
Schoelling Variables by analysis of Covariance

Criterion	n	Khasi			Mizo			Garo		
		Means			Means			Means		
		Covariates	Criterion	Adjusted	Covariates	Criterion	Adjusted	Covariates	Cri-	Adjusted
		Age	SES	criterion	Age	SES	criterion	Age	tion	criterion
liking school	62	193.29	26.71	10.55	1957	16	193.56	29.31	9.25	9.20
perception of school climate	22	193.80	26.71	6.52	6.51	16	193.56	29.31	5.25	5.34
achievement in maths	67	193.02	26.38	49.38	19.36	10	192.20	31.70	54.60	53.33
										22 200.55 27.91 49.64 49.75 2.94 4.21*

Comparison of Khasi, Mizo and Garo Rural on Schoelling Variables by Chi-square and Partial Contingency Coefficient

Criterion	n	Partialling out Age			Partialling out SES		
		Before	After	After	Before	After	After
		df	X ²	df	df	X ²	df
Friends help in home work	100	4	12.93*	12	NV	104	4
Hours of homework	93	3	24.03**	24	NV	101	3
Fixed time for home work	97	2	12.65**	6	13.36**	101	2
							15.09** 4

Note: Only the variables found significant have been included in this table.
Age is given in months.
* P < .05; ** P < .01; *** P < .001, NV stands for no value

Table 2.3.3 (Contd.)

Comparison of Khasi, Mizo & Garo Rural Students on Significant Schooling Variables by Scheffe Test.

7

Criterion	df	F(1,2)	F(1,3)	F(2,3)
Liking school				
Perception of school climate	2,95	27.61*	15.20*	2.40
Achievement in Maths	2,95	7.80*	2.20	11.44*
	2,94	.64	6.95*	5.82*

Note: 1 - Khasi; 2 - Mizo; 3 - Garo; F (1,2) stands for comparison between Khasi & Mizo, etc.

* F L.L

Table 3.4

Comparison of Khasi, Mizo and Garo Rural on Functional and Vocational Planning Variables by Analysis of Covariance

Criterion	n	Khasi				Mizo				Garo							
		Means		Adjusted criterion	Means		Adjusted criterion	Means		Adjusted criterion							
		Covariates Age	SES		Criterion	Adjusted criterion		Covariates Age	SES		Criterion	Adjusted criterion					
Information about entry qualifications in aptitudes in expected occupation	62	103.29	26.71	2.65	2.65	16	100.56	20.01	2.12	2.10	22	103.56	20.01	27.01	2.46	2.95	5.09**
Information about type of special training in expected occupation	56	103.30	26.93	1.55	1.53	16	100.56	20.01	1.43	1.37	22	200.55	27.01	2.60	2.66	2.39	15.21*
Information about duration of training in expected occupation	56	103.30	26.93	1.95	1.90	16	100.56	20.01	1.63	1.57	22	200.55	27.01	2.59	2.56	2.88	5.22**
Information about name and location of training institute in expected occupation	56	103.30	26.93	1.93	1.94	16	100.56	20.01	1.94	1.93	22	200.55	27.01	2.60	2.66	2.89	4.07*
Extent of information about expected occupation	62	103.29	26.71	22.00	22.20	16	100.56	20.01	10.00	10.76	22	200.55	27.01	26.36	26.10	2.95	7.99**

Note: * If the variables were significant at 5% level in this table.
 † 4.50 is given in number. * P < .05; ** P < .01; *** P < .001

Table 2.3.4 (Continued)
Comparison of Khasi, Mizo and Garo Rural on Educational and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES			
	n	Before		After POG	n	Before		After POG
		df	χ^2			df	χ^2	
Expectation of entering the preferred occupation	100	2	6.81*	6 NV	104	2	6.37*	4 5.93
Occupational role model	99	2	27.24**	6 29.74**	103	2	29.94**	4 29.96**
Family influence on vocational planning; second greatest	99	4	16.03**	12 NV	93	4	16.39**	8 16.53*
Information as to whether special training in required or not	100	2	4.35	6 18.61**	104	2	4.52	4 12.46*
Discrepancy between own and father's second highest job value	98	6	20.84**	18 NV	102	6	23.53**	12 24.21*
Discrepancy between own and father's third highest job value	98	6	13.53*	18 NV	102	6	15.30*	12 20.14
Discrepancy between own and mother's second highest job value	98	6	16.95**	18 NV	102	6	19.50**	12 30.51**
Discrepancy between own and mother's third highest job value	98	6	13.03*	18 25.04	102	6	15.09*	12 21.14**

Note. Only the variables found significant have been included in this table.

* $P < .05$; ** $P < .01$

NV stands for no value

Table 2.3.4 (Contd.)

Comparison of Khasi, Mizo & Garo Rural Students on Significant Educational & Vocational Planning Variables by Scheffe Test

Criterion	df	F _(1,2)	F _(1,3)	F _(2,3)
Information about entry qualifications in expected occupation.	2,95	11.72*	2.10	3.40
Information about type of special training in expected occupation.	2,89	.81	25.91*	21.90*
Information about duration of special training in expected occupation.	2,89	2.24	5.93*	9.97*
Information about nature & location of special training institute in expected occupation.	2,89	.01	7.75*	4.65
Extent of information about expected occupation.	2,95	4.54	7.80*	21.5.41*

Note, 1 - Khasi; 2 - Mizo; 3 - Garo; F_(1,2) stands for comparison between Khasi & Mizo, etc.

* P. < .10

Table 2.4.1
Comparison of Khasi, Mizo and Garo FGL on
Home Background variables by Analysis of Covariance

Criterion	Khasi				Mizo				Garo							
	n	Means			n	Means			n	Means						
		Covariates	Criterion	Adjusted criterion		Covariates	Criterion	Adjusted criterion		Covariates	Criterion	Adjusted criterion				
													Age	SES	Age	SES
Facilities in home for study	47	191.53	22.04	9.72	10.05	2	200.50	20.00	10.50	11.23	13	248.14	27.11	9.22	8.29	2.62

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P < .05

Table 2, 4.1 (Contd.)

Comparison of Khasi, Mizo & Garo FGL on Significant Home Background Variables by Scheffe Test.

Criterion	df	$F_{(1,2)}$	$F_{(1,3)}$	$F_{(2,3)}$
Facilities in home for study.	2,62	.92	14.40*	5.50*
Note, 1 - Khasi; 2 - Mizo; 3 - Garo; $F_{(1,2)}$ stands for comparison between Khasi & Mizo, etc.				

* $P < .10$

Table 4.2
Comparison of Khasi, Mizo and Garo PGL on
Psychological Variables by Analysis of Covariance

Criterion	Khasi				Mizo				Garo				F		
	Means		Adjusted critrion	n	Means		Adjusted critrion	n	Means		Adjusted critrion	df			
	Covariates Age	SES			Covariates Age	SES			Covariates Age	SES					
N-ach	49	191.90	22.08	9.36	2	200.50	20.00	6.00	13	248.11	27.11	7.61	6.59	2,64	7.56*
Problems of finance and living con- ditions	43	191.77	22.04	8.52	2	200.50	20.00	5.00	13	243.11	27.11	5.89	4.82	2,63	4.17*
Problems of social and recreational activities	43	191.77	22.04	8.40	2	200.50	20.00	5.00	13	243.11	27.11	6.00	4.63	2,63	4.79*
Future time perspective	51	192.53	21.90	30.43	2	200.50	20.00	24.00	17	247.71	27.13	93.13	97.84	2,63	5.96**
Unpleasant tone of past events	51	192.53	21.90	2.84	2	200.50	20.00	3.00	17	247.71	27.13	3.47	4.40	2,65	3.36*
Past time perspective	51	192.55	21.90	28.39	2	200.50	20.00	42.00	17	247.71	27.13	112.29	110.05	2,65	14.31*
Interest: Aesthetic	36	192.89	21.47	22.06	1	215.00	13.00	29.00	15	243.60	27.87	26.90	29.45	2,47	4.33*

Note. Only the variables found significant have been included in this table.
Age is given in months

Note. Only the variables found significant have been included in this table. Age is given in months

$$** P \angle .05; ** F \angle .01; *** P \angle .001$$

Table 2.4.2 (Contd.)
Comparison of Khasi, Mizo & Garo FOL on Significant
Psychological Variables by Scheffe Test.

Criterion	df	F _(1,2)	F _(1,3)	F _(2,3)
1. - ach	2,64	5.30*	31.51*	.02
Problems of finance & living conditions	2,63	2.20	19.40*	.05
Problems of social & recreational activities	2,63	2.30	22.90*	.10
Future time perspective	2,65	.15	32.30*	6.30*
Unpleasant tone of past events	2,65	.04	18.80*	2.04
Recent time perspective	2,65	.33	80.00*	7.80*
Interest; Aesthetic	2,47	2.00	25.31*	.01

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; F_(1,2) stands for comparison between Khasi & Mizo, etc.

* P < .10

Table 2.4.3

Comparison of Khasi, Mizo and Garo FGL on
Schoelling Variables by Analysis of Covariance

Khasi						Mizo						Garo					
Criterion	n	Covariates Age	SES	Criterion	Adjusted critrion	Means		n	Covariates Age	SES	Adjusted critrion	Means		n	Covariates Age	SES	Adjusted critrion
						Criterion	Adjusted					Criterion	Adjusted				
Liking school	49	191.90	22.08	10.29	10.71	2	200.50	20.00	6.50	6.78	18	248.11	27.11	7.94	6.75	2,66	16.7

Comparison of Khasi, Mizo and Garo FGL on
Variables by chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES			
	Before df	X ²	df	After PGC	Before df	X ²	df	After PGC
Friends help in homework	68	4	6.45	12	N.V.	74	4	11.01*
								8
								N.V.

Notes: Only the variables found significant have been included in this table.
Age is given in months.

* P < .05; *** P < .001

NV stands for no value.

Table 2.4.3 (Contd.)

Comparison of Khasi, Mizo & Garo FGL on Significant
Scheduling Variables by Scheffe Test.

Criterion	df	$F_{(1,2)}$	$F_{(1,5)}$	$F_{(2,5)}$
Liking school	2,64	10.50*	72.95*	.00

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; $F_{(1,2)}$ stands for comparison between Khasi & Mizo, etc.

* $P < .10$

Table 2.4.4

Comparison of Khasi, Mizo and Garo PGL on Vocational Planning Variables by Analysis of Covariance

Criterion	Khasi				Mizo				Garo								
	Means				Means				Means								
	n	Covariates AGE	Adjusted critrion	n	Covariates AGE	Adjusted critrion	n	Covariates AGE	Adjusted critrion	n	Covariates AGE	Adjusted critrion	df				
Information about numero of work in expected occ- upation	49	131.90	22.00	2.71	2.79	2	200.50	20.00	2.00	2.13	13	243.11	27.11	1.94	1.74	2,64	3.93*

Comparison of Khasi, Mizo and Garo PGL on Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	Before					After				
	n	df	χ^2	df	PG	n	df	χ^2	df	PG
Occupational role model	67	2	6.01*	6	NV	73	2	7.37*	4	NV
Family influence on vocational planning: second greatest	50	4	10.26*	12	NV	55	4	13.15*	8	NV
Perception of mother's thinking about expected occupation of the student	64	8	34.27**	24	NV	70	8	40.52**	16	NV
Discrepancy between own and father's highest job value	63	6	10.29	13	NV	74	6	14.26*	12	NV
Discrepancy between own and father's second highest job value	63	6	8.03	13	NV	74	6	16.84**	12	NV
Discrepancy between own and mother's highest job value	63	6	12.93*	13	NV	74	6	16.95**	12	NV

Table 2.4.4 (Continued)

Criterion	Partialling out Age					Partialling out SES				
	n	Before df	X ²	df	After FCC	n	Before df	X ²	df	After FCC
Discrepancy between own and mother's second highest job value	63	6	23.05**	10	NV	74	6	15.40*	12	NV
Discrepancy between own and mother's third highest job value	60	6	10.06	10	NV	74	6	14.14*	12	NV

Note. Only the variables found significant have been included in this table.

Age is given in months.

* $p < .05$; ** $p < .01$

NV stands for no value.

Table 25.4.4(Contd.)

Comparison of Khasi, Mizo & Garo FGL on Significant Educational
& Vocational Planning Variables by Scheffe Test.

Criterion	df	$F(1,2)$	$F(1,3)$	$F(2,3)$
Information about nature of work in expected occupation.	2,64	.99	21.12*	.54

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; $F(1,2)$ stands for comparison between Khasi & Mizo, etc.

* $p < .10$

Comparison of Khasi, Mizo and Garo NPL on Home Background Variables by Analysis of Covariance

Facilities in home for study	n	Khasi				Mizo				Garo						
		Means		Criterion	Adjusted criterion	Means		Criterion	Adjusted criterion	Means		Criterion	Adjusted criterion			
		Covariates	SES			Covariates	SES			Covariates	SES					
100	152.71	33.15	18.44	10.27	24	196.13	31.30	10.63	10.75	25	274.24	23.48	11.16	11.72	2,144	7.35***

Comparison of Khasi, Mizo and Garo NPL on Home Background Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES					
	Before		After		Before		After			
	n	df	X ²	df	n	df	X ²	df		
Factor's occupation: field	147	14	106.25**	42	128.68**	150	14	111.20**	23	118.65*

etc. Only the variables found significant have been included in this table

Age is given in months.

* P < .05; ** P < .01; *** P < .001

Table 2.5.1 (Contd.)

Comparison of Khasi, Mizo & Garo NFCL on Significant Home Background Variables by Scheffe Test

Criterion	df	$F_{(1,2)}$	$F_{(1,5)}$	$F_{(2,5)}$
Facilities in home for study	2,144	1.81	17.15*	4.70*

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; $F_{(1,2)}$ stands for the comparison between Khasi & Mizo, etc.

* $p < .10$

Comparison of Khesi, Mizo and Guro MPFL on Psychological Variables by Analysis of Covariance

Criterion	Khesi				Mizo				Garo								
	Means		Adjusted criterion	n	Means		Adjusted criterion	n	Means		Adjusted criterion	df	F				
	Overlapped age SES	Criterion			Overlapped age SES	Criterion			Overlapped age SES	Criterion							
Problems of finance and living con- ditions.	106	132.33	33.14	6.40	6.50	24	136.13	31.33	5.17	5.20	25	204.24	23.43	7.30	7.53	2,150	3.44*
Problems of home, family and sex	106	132.33	33.14	6.43	6.44	24	136.13	31.33	4.92	4.94	25	204.24	23.43	5.36	5.29	2,150	3.61*
Problems of adjustment to school	106	132.33	33.14	6.54	6.51	24	136.13	31.33	5.04	5.07	25	204.24	23.43	7.03	7.16	2,150	3.10*
Past time perspective	106	133.02	33.09	33.63	32.02	24	136.13	31.33	41.33	42.04	25	204.24	23.43	51.40	54.04	2,155	7.10*
General mental ability	40	135.10	33.45	32.33	31.70	14	132.14	23.50	13.53	13.76	3	231.33	32.67	13.67	21.40	2,52	4.59*

Note. Only the variables found significant have been included in this table.

400 is given in months.

* P < .05; *** P < .001

Table g. 5, 2 (Contd.)

Comparison of Khasi, Mizo & Garo NFGL on Significant Psychological Variables by Scheffe Test.

Criterion	df	$F_{(1,2)}$	$F_{(1,3)}$	$F_{(2,3)}$
Problems of finance & living conditions	2,150	3.44	2.23	6.92*
Problems of home, family & Sex	2,150	6.10*	3.70	.21
Problems of adjustment to school	2,100	4.34	.92	5.73*
Past time perspective	2,153	3.35	15.55*	2.00
General mental ability	2,52	9.80	1.91	.84

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; $F_{(1,2)}$ stands for the comparison between Khasi & Mizo, etc.

* $P < .10$

Table 3.5.3

Comparison of Khasi, Mizo and Garo NFEI on Schooling Variables by Analysis of Covariance

Criterion	Khasi				Mizo				Garo								
	Means			adjusted criterion	Means			adjusted criterion	Means			adjusted criterion					
	n	Covariates Age	SES		n	Covariates Age	SES		n	Covariates Age	SES						
Liking school	105	132.36	35.17	10.04	10.03	24	196.13	31.33	3.17	8.09	25	204.24	23.43	0.52	8.25	2,149	13.96***
Perception of school climate	105	132.36	35.17	5.91	5.92	24	196.13	31.33	5.29	5.29	25	204.24	20.43	7.00	6.30	2,149	6.73**
Achievement in Domestic science	34	175.05	32.79	45.02	45.56	1	202.00	30.00	40.00	40.53	7	213.36	20.29	6.4.14	65.31	2,37	21.51***

Comparison of Khasi, Mizo and Garo NFEI on Schooling Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age						Partialling out SES					
	Before			After			Before			After		
	n	df	χ^2	df	F	CG	n	df	χ^2	df	F	CG
Hours of homework	152	0	30.56**	24	44.82**		164	3	31.10**	16	36.11**	
Fixed time for homework	149	2	6.04*	6	13.30*		161	2	8.06*	4	11.35*	

Note. Only the variables found significant have been included in this table.

Age is given in months

* P < .05; ** P < .01; *** P < .001

Table 25. 5. 3 (Contd.)

56

Comparison of Khasi, Mizo & Garo NFCL on Significant
Schooing Variables by Scheffe Test.

Criterion	df	F _(1,2)	F _(1,3)	F _(2,3)
Liking school	2, 149	20.61*	13.03*	.10
Perception of school climate	2, 149	2.98	8.74*	13.50*
Achievement in Domestic Science	2, 37	.51	33.03*	6.60*

Note: 1 - Khasi; 2 - Mizo; 3 - Garo; F_(1,2) stands for the comparison between Khasi & Mizo, etc.

* P < .10

131-132
Comparison of Khasi, Mizo and Garo NFGL on
and Vocational Planning Variables by Analysis of Covariance

Criterion	Khasi NFGL				Mizo NFGL				Garo NFGL								
	Means		Adjusted criterion	n	Means		Adjusted criterion	n	Means		Adjusted criterion	df	F				
	Covariates Age	SES			Covariates Age	SES			Covariates Age	SES				Covariates Age	SES		
Information about nature of work in expected occupation	105	132.36	33.17	2.37	2.56	24	196.13	31.33	1.33	1.35	25	204.24	23.43	2.72	2.73	2,140	3.24**
Information about entry qualifications in expected occupation	105	132.36	33.17	2.37	2.39	24	196.13	31.33	1.75	1.73	25	204.24	23.43	2.52	2.43	2,140	7.05**
Information about type of skill training in expected occupation	100	132.30	33.25	1.33	1.00	24	196.13	31.33	1.21	1.23	24	205.50	23.33	2.71	2.33	2,143	14.71**
Information about duration of training in expected occupation	100	132.30	33.25	2.10	2.03	24	196.13	31.33	1.33	1.44	24	205.50	23.33	2.42	2.64	2,143	7.31**
Information about name and location of training institute in expected occupation	100	132.30	33.25	2.14	2.10	24	196.13	31.33	1.67	1.70	24	205.50	23.33	2.53	2.71	2,143	4.93**
Extent of information about expected occupation	105	132.36	33.17	22.06	21.33	24	196.13	31.33	15.33	15.57	25	204.24	23.43	26.00	26.74	2,143	16.39**

Note: Only the variables found significant have been included in this table

Age is given in months.

** P < .01; *** P < .001

Table 23.5.4 (Contd.)

Comparison of Khasi, Mizo & Garo NFEL on Significant Educational & Vocational Planning Variables by Scheffe Test

Criterion	df	F (1,2)	F (1,3)	F (2,3)
Information about nature of work in expected occupation	2,149	13.90*	.81	13.53*
Information about entry qualifications in expected occupation.	2,149	12.81*	.24	10.54*
Information about type of special training in expected occupation.	2,143	6.03*	19.90*	29.70*
Information about duration of special training in expected occupation.	2,143	6.32*	6.64*	16.10*
Information about name & location of special training institute in expected occupation.	2,143	2.53	5.96*	10.10*
Extent of information about expected occupation.	2,149	17.04*	10.85*	34.03*

Note. 1 - Khasi; 2 - Mizo; 3 - Garo; $F_{(1,2)}$ stands for the comparison between Khasi & Mizo, etc.

* $P < .10$

Table 3.1.1

Comparison of Tribal Boys Vs. Tribal Girls, on Home Background Variables by Analysis of Covariance

Facilities in home for study	Tribal Boys				Tribal Girls						
	n	Means		df	n	Means		F			
		Covariates	Criterion			Covariates	Criterion				
		SES	Adjusted criterion			SES	Adjusted criterion				
132	200.27	28.80	10.36	10.47	95	184.52	30.66	10.12	9.86	1,221	1.67*

Note. Only the variables found significant have been included in this table.

Age is given in months.

* $P < .05$

Table 2.1.2

Comparison of Tribal Boys Vs. Tribal Girls on Psychological Variables by Analysis of Covariance

Criterion	Tribal Boys					Tribal Girls					
	n	Means		Adjusted criterion	n	Means		adjusted criterion	df	F	
		Covariates Age	SES			Covariates Age	SES				
Problems of home, family and sex	136	199.45	28.97	5.72	5.73	184.80	30.55	7.12	7.10	1,228	14.05***
Problems of personal psychological relations	136	199.45	28.97	5.706	5.75	184.80	30.55	7.02	6.96	1,223	8.55**
Problems of vocational educational future	136	199.45	28.97	6.54	6.51	184.80	30.55	7.76	7.79	1,223	7.00**
Aggregate problems	136	199.45	28.97	60.32	60.37	184.80	30.55	68.03	67.95	1,228	4.44*
Interest: Mechanical	77	201.00	28.47	24.49	24.51	191.18	27.68	19.97	19.93	1,107	12.19***
Interest: Aesthetic	77	201.00	28.47	23.22	23.10	191.18	27.68	25.44	25.72	1,107	4.89*

Note. Only the variables found significant have been included in this table.

Age is given in months

* P < .05; ** P < .01; *** P < .001

Table 21.3

Comparison of Tribal Boys vs. Tribal Girls on
Schoelling Variables by Analysis of Covariance

	Tribal Boys					Tribal Girls						
	n	Overlapping SIS	Criterion	Adjusted criterion	df	n	Overlapping SIS	Criterion	Adjusted criterion	df		
Achievement in Maths.	129	139.65	23.15	49.92	50.34	95	135.75	30.34	45.97	45.39	1,220	9.32**
Achievement in Science	129	139.65	29.15	50.43	50.55	95	135.75	30.34	46.61	46.55	1,220	8.10**
Achievement in Non-stic science	4	205.25	23.00	64.75	62.43	47	179.57	31.81	47.34	47.53	1,47	13.10***
Achievement in Algo	9	206.67	30.11	44.11	44.25	1	202.00	30.00	70.00	68.74	1.6	7.99**
Overall achieve- ment	129	139.65	23.15	49.89	50.01	95	135.75	30.34	46.37	46.21	1,220	7.36**

Note. Only the variables found significant have been included in this table.

Age is given in months.

** P \leq .01; *** P \leq .001

Table 3.1.4

Educational
Comparison of Tribal Boys Vs. Tribal Girls on
and Vocational Planning Variables by Chi-square and Partial Contingency
Coefficient

Criterion	Partialling out Age					Partialling out SES				
	Before		After		n	Before		After		n
	n	df	X ²	df	P CC	n	df	X ²	df	P CC
Expected occupation field	221	5	20.75**	15	27.76*	239	5	28.12**	10	33.78
Family influence on vocational planning; greatest	212	2	8.42*	6	11.67	230	2	8.65*	4	12.02*
Family influence on vocational planning; second greatest	187	1	7.98**	3	6.51	204	1	8.55	2	8.82*
Perception of Mother's thinking about expected occupation of the student	206	4	10.51*	12	N.V.	225	4	13.63**	3	15.97*
Discrepancy between own & father's second highest job value	230	3	8.87*	9	10.96	249	3	11.00	6	12.75*

Note. Only the variables found significant have been included in this table.

* P \leq .05; ** P \leq .01

NV stands for no value

Table 4.1.1
Comparison of Tribal FGL and Tribal NFEI on
Background Variables by Analysis of Covariance

HOMO

Criterion	n	Tribal FGL			Tribal NFEI			df	F			
		Means		Adjusted criterion	Means		Adjusted criterion					
		Covariates Age	SES		Covariates Age	SES						
Parent's involvement in child education	67	206.82	23.46	16.63	17.07	163	187.82	32.23	18.86	18.68	1,226	11.04***

Comparison of Tribal FGL and Tribal NFEI on
Variables by Chi-square and Partial Contingency Coefficient

Homo Background

Criterion .	n	Partialling out Age				n	Partialling out SES			
		Before		After POC	Before		After POC			
		df	χ^2		df			χ^2		
Father's occupation: field	220	7	52.18**	21	35.54*	238	7	39.31**	14	30.69**

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P < .05; ** P < .01; *** P < .001

Table 4.1.2

Comparison of Tribal FGL and Tribal NFGL on Psychological Variables by Analysis of Covariance

Criterion	Tribal FGL					Tribal NFGL					
	n	Covariates	Adjusted	Mean	critrion	n	Covariates	Adjusted	Mean	critrion	
		Age	SES				Age	SES			
health and Problems of/physical development	68	206.94	23.32	6.56	6.52	164	187.77	32.24	5.46	1,223	5.09*
Problems of social and recreational activities	68	206.94	23.32	7.66	8.02	164	187.77	32.24	6.27	1,223	10.68*
Problems of personal psychological rela- tions	68	206.94	23.32	6.82	7.03	164	187.77	32.24	6.01	1,223	4.17*
Problems of curriculum and teaching procedure	68	206.94	23.32	6.54	6.49	164	187.77	32.24	5.10	1,223	8.12**
Aggregate of problems	68	206.94	23.32	70.66	70.35	164	187.77	32.24	60.54	1,223	4.28*
Past-time perspective	70	206.16	23.13	49.16	49.98	167	188.09	32.22	37.96	1,235	4.33*

Note. Only the variables found significant have been included in this table.

Age is given in months.

* P < .05; ** P < .01

Table 4.1.3
Comparison of Tribal FGL and Tribal NFEL on
Variables by Analysis of Covariance

Schooling

Achievement In Maths	Tribal FGL					Tribal NFGL					
	n	Means				n	Means				
		Covariates Age	Criterion	Adjusted criterion	df		F	Covariates Age	Criterion	Adjusted criterion	
											SES
68	205.93	23.31	49.12	51.94	156	188.45	32.41	47.86	46.63	1,220	6.22*

Comparison of Tribal FGL and Tribal NFEL on
by Chi-square and Partial Contingency Coefficient

Schooling Variables

Criterion	Partialling out Age					Partialling out SES				
	Before					Before				
	n	df	χ^2	df	POC	n	df	χ^2	df	POC
Friend's help in home work	130	2	9.15*	6	13.75*	249	2	8.07*	4	12.72*
Fixed time for homework	222	1	3.74	3	9.75*	241	1	2.19	2	1.78

Note. Only the variables found significant have been included in this table.

Age is given in months.

* $P < .05$

Table 4.1.4
Comparison of Tribal PGL and Tribal NFG on
Educational
and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES			
	Before		After		Before		After	
	n	df	χ^2	df	n	df	χ^2	df
Expectation of entering the preferred occupation	282	1	1.18	3	251	1	1.22	1
Expected occupation: Field	221	5	11.57*	15	239	5	15.19**	10
Expected occupation: Lowel	215	2	3.19	6	234	2	1.60	4
Occupational role model.	225	1	8.49**	3	244	1	11.59**	2
Family influence on vocational planning: second group test	192	2	6.17*	6	199	2	8.17*	4
Perception of mother's thinking about expected occupation	206	4	5.84	12	225	4	6.95	8
Discrepancy between own and father's second highest job value	230	3	11.23*	9	249	3	11.65*	6
Discrepancy between own and mother's highest job value	230	3	6.13	9	249	3	7.83*	6
Discrepancy between own and mother's second highest job value	230	3	10.87*	9	249	3	14.43**	6
Discrepancy between own and mother's third highest job value	230	3	15.47**	9	249	3	19.42**	6

Note. Only the variables found significant have been included in this table.

* P \angle .05; ** P \angle .01
NV stands for no value.

Table 4.2.1

Comparison of Tribal FFL Boys and Tribal FFL Girls on Home Background Variables by Analysis of Covariance

Criterion	Tribal FFL Boys				Tribal FFL Girls				df	F		
	n	Means			n	Means						
		Covariates Age	Criterion SES	Adjusted criterion		Covariates Age	Criterion SES	Adjusted criterion				
Facilities in home for study	49	215.74	23.10	9.25	9.32	18	182.85	24.00	10.61	10.41	1,65	4.18*

Note. Only the variables found significant have been included in this table.

Age is given in months.

* F \geq 4.05

Table 4.2.2
 Boys
 Comparison of Tribal FGL/and Tribal FGL Girls on
 Psychological Variables by Analysis of Covariance

Criterion:	Tribal FGL Boys				Tribal FGL Girls			
	n	Means		Adjusted criterion	n	Means		Adjusted criterion
		Covariates	Age			Covariates	Age	
Personal Problems of psychological relations	49	215.74	23.10	6.22	19	134.26	25.90	3.25
Interest: Mechanical	33	216.42	22.92	23.74	14	190.29	24.14	19.13
				23.95		19.71		19.13
								1.43
								9.44**

Note. Only the variables found significant have been included in this table.
 Age is given in months.

** P < .01

Table 4.2.3
Boys' Tribal FGL/and Tribal FGL Girls on
Comparison of Tribal FGL/and Tribal FGL Girls on
Schooling Variables by Analysis of Covariance

Criterion	Boys' Tribal FGL Boys						Tribal FGL Girls					
	Means			Means			Means			Means		
	n	Covariates Age	SFS	Criterion	Adjusted criterion	n	Covariates Age	SFS	Criterion	Adjusted criterion	df	F
Achievement in science	43	214.67	23.10	51.19	50.37	20	104.95	23.90	44.35	45.12	1,64	4.21*
Achievement in Hygiene	47	215.51	23.47	49.35	49.95	17	109.24	24.35	42.18	41.97	1,60	5.36*

Boys' Tribal FGL/and Tribal FGL Girls on Schooling
Comparison of Tribal FGL/and Tribal FGL Girls on Schooling
Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age						Partialling out SES					
	Before			After			Before			After		
	n	df	χ^2	n	df	PUC	n	df	χ^2	n	df	PUC
Friends help in home work	63	2	6.26*	6	NV		74	2	9.00*	4	NV	

Note. Only the variables found significant have been included in this table.
Age is given in months.
* P $\leq .05$; ** P $\leq .01$
NV stands for no value

Boys
 Comparison of Tribal FQ and Tribal FQ Girls on Educational and Vocational Planning Variables by Chi-squares and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	n	Before		After		n	Before		After	
		df	χ^2	df	PGC		df	χ^2	df	PGC
Family influence on vocational planning: greatest	57	2	12.16**	6	NV	63	2	12.13**	4	NV
Discrepancy between own and father's highest job value	68	3	9.74*	9	NV	74	3	8.78*	6	NV
Discrepancy between own and father's third highest job value	68	3	12.32**	9	NV	74	3	13.23**	6	NV
Discrepancy between own and mother's highest job value	68	3	7.56*		NV	74	3	8.03*	6	NV

Note. Only the variables found significant have been included in this table.

* $P < .05$; ** $P < .01$

NV stands for no value.

Table 5.1.1

Comparison of Rural Tribals and Urban Tribals on Home Background Variables by Analysis of Covariance

Criterion	Rural Tribals					Urban Tribals						
	n	Means		Criterion	Adjusted criterion	n	Means		Criterion	Adjusted criterion	F	
		Covariates	SES				Covariates	SES				
		Age	SES				Age	SES				
Facilities in home for study	98	193.86	27.58	10.52	10.77	127	193.68	51.10	10.10	9.86	1,221	15.19***

Comparison of Rural Tribals and Urban Tribals on Home Background Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age						Partialling out SES					
	Before			After			Before			After		
	n	df	X ²	n	df	PCC	n	df	X ²	n	df	PCC
Helping the parents	222	2	16.52**	6	18.05**		239	2	15.22**	4	15.58**	
Father's occupation: Field	220	7	50.73**	21	67.36**		238	7	60.08**	14	53.89**	

Note. Only the variables found significant have been included in this table.

Age is given in months

** P < .01; *** P < .001

Table 5.1.2

Comparison of Rural Tribals and Urban Tribals on Psychological Variables by Analysis of Covariance

Criterion	Rural Tribals					Urban Tribals					df	F
	n	Covariates Age	SES	Means		n	Covariates Age	SES	Means			
				Criterion	Adjusted criterion				Criterion	Adjusted criterion		
Problems of finance and living con- ditions	101	193.85	27.57	7.57	7.40	131	193.03	31.21	6.20	6.33	1,223	5.87*
Future time perspective	107	194.49	27.46	46.38	48.18	130	192.55	31.25	76.29	74.81	1,236	21.88***
Pasttime perspec- tive	107	194.49	27.46	31.14	30.74	130	192.55	31.25	49.61	49.93	1,233	19.29***
Interest: Clerical	63	191.95	26.06	24.30	24.22	48	205.92	31.06	20.38	20.49	1,107	11.77**
Interest: Outdoor	63	191.95	26.06	17.94	17.79	48	205.63	31.10	22.12	22.32	1,103	6.42*

Notes. Only the Variables found significant have been included in this table.

Age is given in months.

* P $\leq .05$; ** P $\leq .01$; *** P $\leq .001$

Table 5.1.3
Comparison of Rural Tribals and Urban Tribals on
Schooling Variables by Analysis of Covariance

Criterion	n	Rural Tribals				Urban Tribals				df	F	
		Means		Criterion	Adjusted criterion	Means		Criterion	Adjusted criterion			
		Covariates Age	SES			Covariates Age	SES					
Achievement in English	100	194.00	27.64	52.12	52.26	124	193.56	31.26	49.38	49.27	1,220	5.61*
Achievement in History	100	194.00	27.64	50.49	50.81	124	193.56	31.26	48.01	47.75	1,220	4.85*
Achievement in Geography	100	194.00	27.64	51.13	51.24	124	193.56	31.26	48.11	48.02	1,220	6.63*
Achievement in Science	100	194.00	27.64	50.30	50.39	124	193.56	31.26	47.66	47.59	1,220	3.96*
Achievement in Domestic Sciences	7	213.86	28.29	64.14	64.84	44	176.46	32.02	46.25	46.14	1,47	32.41
Overall achievement	100	194.00	27.64	50.32	50.55	124	193.56	31.26	46.85	46.66	1,220	8.40*

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P \leq .05; ** P \leq .01; *** P \leq .001

Table 5.1.3 (Continued)

Comparison of Rural Tribals and Urban Tribals on Schooling
Variables by Chi-square and Partial Contingency Coefficient

Criterion	n	Partialling out Age				Partialling out SES			
		Before		After		Before		After	
		df	χ^2	df	PCC	df	χ^2	df	PCC
Friend's help in homework	230	2	5.11	6	11.07	249	8.71*	4	9.12
Hours of homework	229	4	10.03*	12	21.69*	247	13.68**	8	15.82*
Fixed time for homework	222	1	1.20	3	5.70	241	2.43	2	6.49*

Note. Only the variables found significant have been included in this table.

* P \angle .05; ** P \angle .01

Table 5.1.4

Comparison of Rural Tribals and Urban Tribals on Educational and Vocational Planning Variables by Analysis of Covariance.

Criterion	Rural Tribals				Urban Tribals			
	Means				Means			
	n	Covariates Age SES	Criterion	Adjusted criterion	n	Covariates Age SES	Criterion	Adjusted criterion
Information about nature of work in expected occupation	101	193.99	27.52	2.66	131	193.03	31.21	2.32
				2.67				2.52
								1,223
								8.45**
Information about entry qualifications in expected occupation	101	193.99	27.52	2.55	131	193.03	31.21	2.19
				2.52				2.19
								1,223
								8.67**
Extent of information about expected occupation	101	193.99	27.52	22.38	131	193.03	31.21	20.47
				22.68				20.40
								1,223
								5.40*

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P $\leq .05$; ** P $\leq .01$

Table 5.1.4 (Con. Inued)

Comparison of Rural Tribals and Urban Tribals on Educational and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	Before			After		Before			After	
	n	df	X ²	df	POC	n	df	X ²	df	POC
Expectation of entering the preferred occupation	232	4	.31	3	8.58*	251	1	.14	2	2.14
Perception of mother's thinking about expected occupation	206	4	18.55**	13	NV	225	4	18.34**	8	22.34**
Discrepancy between own and father's highest job value	230	3	11.75**	9	15.67	249	3	15.60*	6	15.44*
Discrepancy between own and father's second highest job value	230	3	13.80**	9	13.11	249	3	19.32*	6	18.70**
Discrepancy between own and father's third highest job value	230	3	9.66*	9	14.28	249	3	13.80*	6	11.96
Discrepancy between own and mother's highest job value	230	3	8.22**	9	9.10	249	3	12.08**	6	13.31*
Discrepancy between own and mother's second highest job value	230	3	6.84	9	9.97	249	3	9.13*	6	8.34
Discrepancy between own and mother's third highest job value	230	3	20.28**	9	25.15**	249	3	22.81**	6	22.36**

Note. Only the variables found significant have been included in this table
 * P < .05; ** P < .01
 NV stands for no value

Table 3.1
Comparison of Rural Tribal Boys and Urban Tribal Boys on
Home Background Variables by Analysis of Covariance

Criterion	Rural Tribal Boys					Urban Tribal Boys				
	Means		Means			Means		Means		
	Covariates		Criterion			Covariates		Criterion		
	n	Age	SES	Adjusted criterion	df	n	Age	SES	Adjusted criterion	F
Percent involvement in child education	61	194.12	27.44	17.15	17.25	75	203.41	30.52	18.55	18.45
Facilities in home for study	61	194.12	27.44	10.56	10.81	71	205.16	30.30	10.18	9.97
										1,122 5.39*
										1,128 8.55**

Comparison of Rural Tribal Boys and Urban Tribal Boys on Background Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age					Partialling out SES				
	Before		After			Before		After		
	df		X ²			df		X ²		
	n		df	PCC		n		df	PCC	
Holding the parents	128	2	12.35**	6	15.82*	136	2	11.25**	4	14.47**
Father's occupation	128	7	31.48**	21	NV	136	7	34.54**	14	NV
Mother's occupation	128	7	31.48**	21	NV	136	7	34.54**	14	NV

Note. Only the variables found significant have been included in this table
Age is given in months.
* p < .05; ** p < .01

Table 3.2.2

Comparison of Rural Tribal Boys and Urban Tribal Boys on Psychological Variables by Analysis of Covariance

Criterion	Rural Tribal Boys						Urban Tribal Boys						df	F
	n	Means			Adjusted criterion	n	Means			Adjusted criterion				
		Covariates	Age	SES			Covariates	Age	SES					
Problems of health and physical development	61	194.57	27.07	6.36	6.17	75	203.41	30.52	5.05	5.17	1,132	3.90*		
Problems of finance and living conditions	61	194.57	27.07	7.87	7.67	75	203.41	30.52	5.39	5.55	1,132	15.15***		
Problems of social and recreational activities	61	194.57	27.07	7.34	7.22	75	203.41	30.52	5.68	5.78	1,132	5.84*		
Problems of home, family and sex	61	194.57	27.07	6.51	6.32	75	203.41	30.52	5.08	5.24	1,132	5.98*		
Problems of social psychological relations	61	194.57	27.07	6.33	6.13	75	203.41	30.52	4.75	4.91	1,132	5.12*		
Problems of personal psychological relations	61	194.57	27.07	6.48	6.30	75	203.41	30.52	5.08	5.23	1,132	4.08*		
Problems of morals and religion	61	194.57	27.07	7.79	7.66	75	203.41	30.52	5.81	5.92	1,132	7.72***		
Problems of vocational and educational future	61	194.57	27.07	7.61	7.33	75	203.41	30.52	5.68	5.85	1,132	6.20*		
Aggregate problems	61	194.57	27.07	68.64	66.74	75	203.41	30.52	53.54	55.09	1,132	6.24*		
Past time perspective	64	194.88	26.92	33.66	35.52	74	202.72	30.58	57.24	55.63	1,154	8.90***		
Interest Clerical	31	193.65	24.42	24.23	23.96	46	205.96	31.20	20.46	20.64	1,173	5.92*		

NOTE. Only the variables four significant have been included in this table. Age is given in months. *p<.05; **p<.01; ***p<.001

Net. Only the variables four significant have been included in this table. Age is given in months. *p<.05; **p<.01; ***p<.001

Table 2.3

Notes

* P<.05; ** P<.01

* P<.05; ** P<.01

Table 5.2.4

Comparison of Rural Tribal Boys and Urban Tribal Boys on Educational and Vocational Planning Variables by Analysis of Covariance

Criterion	n	Rural Tribal Boys				Urban Tribal Boys						
		Means		Means		Means		Means				
		Covariates	Adjusted Criterion	Covariates	Adjusted Criterion	Covariates	Adjusted Criterion	Covariates	Adjusted Criterion			
		Age	SES	Age	SES	Age	SES	Age	SES			
Information about nature of work in expected occupation	61	10.57	27.07	2.74	2.69	75	203.41	30.52	2.24	2.28	1,132	6.16*

Comparison of Rural Tribal Boys and Urban Tribal Boys on Educational and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	n	Partialling out Age				Partialling out SES				
		Before		After		Before		After		
		df	X ²	df	PGC	df	X ²	df	PGC	
Expectation of entering the preferred occupation	137	1	.19	3	8.90*	145	1	.36	2	2.58
Expected occupation: Field	127	5	15.45**	15	21.70	134	5	14.54*	10	20.56
Family influence on vocational planning: second greatest	110	2	6.54*	6	7.23	116	2	3.79	4	4.70
Perception of mothers thinking about expected occupation	124	4	13.71**	12	NV	132	4	14.41**	8	21.00**
Discrepancy between own and father's third highest job value	136	3	7.34	9	NV	144	3	8.62*	6	NV

Contd. 2/-

Contd.....2/-

Table 5.2.4. (continued)

Criterion	Partialling out Age					Partialling out SES				
	n	Before df	χ^2	df	After PCC	n	Before df	χ^2	df	After PCC
Discrepancy between own and mother's third highest job value	136	3	11.79**	9	NV	144	3	11.70**	6	12.24
Educational aspi- ration	132	3	9.30*	9	NV	138	3	8.72*	6	NV

Note. Only the variables found significant have been included in this table.
 A. is given in parentheses.

* P \leq .05; ** P \leq .01

NV stands for no value.

Table 5.3.4
Comparison of Rural Tribal Girls and Urban Tribal Girls on
Home Background Variables by Analysis of Covariance

Criterion	Rural Tribal Girls			Urban Tribal Girls								
	n	Covariates Age	Adjusted Criterion	n	Covariates Age	Adjusted Criterion						
Facilities in home for study	37	192.68	28.43	10.46	10.87	56	179.13	32.13	9.89	9.62	1.99	10.25**

Comparison of Rural Tribal Girls and Urban Tribal Girls on Significant Home Background Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES					
	n	Before		df	PCC	n	Before		df	PCC
		df	χ^2							
Father's occupation: Field	91	7	25.23**	21	NV	102	7	32.06**	14	NV

Note. Only the variables found significant have been included in this table.
Age is given in months.

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Table 5.5.2

Comparison of Rural Tribal Girls and Urban Tribal Girls on Psychological Variables by Analysis of Covariance

Criterion	Rural Tribal Girls					Urban Tribal Girls						
	n	Means			df	F	n	Means				
		Covariates Age	Criterion	Adjusted criterion				Covariates Age	Criterion	Adjusted criterion		
Future time perspective	45	193.91	28.26	39.54	42.90	56	179.13	32.13	82.54	79.96	1,95	23.06 ***
Past time perspective	43	193.91	28.26	27.40	27.97	56	179.13	32.13	39.52	39.08	1,95	5.39 *
Interest: Outdoor	32	190.51	27.66	17.38	17.45	3	200.67	29.67	44.00	43.17	1,31	14.60 ***

Note. Only the variables found significant have been included in this table.
Age is given in months.

* P $\leq .05$; ** P $\leq .01$; *** P $\leq .001$

Table 5.5.3

Comparison of Rural/Girls and Urban Tribal Girls on Schooling Variables by Analysis of Covariance

Criterion	Rural Tribal Girls					Urban Tribal Girls						
	n	Means		Adjusted criterion	SES	n	Means		Adjusted criterion	SES		
		Covariates	Criterion				Covariates	Criterion				
Achievement in Domestic Science	3	225.33	28.67	63.33	63.06	44	176.46	32.02	46.25	1,18	10.64**	
Achievement in Garo	4	217.50	29.50	49.00	48.05	2	205.00	28.00	61.00	62.90	1,3	22.53**

Comparison of Rural Tribal Girls and Urban Tribal Girls on Schooling Variables by chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES					
	Before		After		Before		After			
	n	df	χ^2	PCC	n	df	χ^2	PCC		
Friend's help in home work	94	1	6.82**	3	15.52**	105	1	11.99**	2	12.52**
Friend's help in homework	94	2	8.61*	6	14.81*	105	2	13.26**	4	13.73**
Hours of home work	98	4	5.62	12	21.05*	105	4	9.57*	8	11.80

Note. Only the variables found significant have been included in this table.

SES is given in months.

* P < .05; ** P < .01

Table 5.3.4
Comparison of Rural Tribal Girls and Urban Tribal Girls on Educational and Vocational Planning Variables by Analysis of Covariance

Criterion	Rural Tribal Girls					Urban Tribal Girls					df	F
	Means				Adjusted criterion	Means				Adjusted criterion		
	Covariates	Age	SES	Criterion		Covariates	Age	SES	Criterion			
Information about entry qualifications in expected occupation	40	193.10	28.20	2.65	2.65	56	179.13	32.13	2.25	2.25	1,32	5.04*
Information about duration of special training in expected occupation	37	193.08	28.38	1.84	1.84	56	179.13	32.13	1.95	1.89	1,99	4.63*
Extent of information about expected occupation	40	193.10	28.20	23.30	23.60	56	179.13	32.13	20.82	20.61	1,98	5.11*

Note. Only the variables found significant have been included in this table.
Age is given in months.

* p < .05

Table 5.5.4 (Continued)

Comparison of Rural Tribal Girls and Urban Tribal Girls on Educational and Vocational Planning Variables by Chi-square and Partial Contingency Coefficient

Criterion	Partialling out Age				Partialling out SES			
	Before		After		Before		After	
	n	df	χ^2	df	PCC	n	df	PCC
Occupational role model	94	1	2.88	3	6.67	105	1	6.60**
							2	7.67*
Discrepancy between own and father's highest job value.	94	3	11.10*	9	NV	105	3	12.40**
							6	11.39
Discrepancy between own and father's second highest job value	94	3	15.81**	9	NV	105	3	19.13**
							6	16.07**
Discrepancy between own & mother's highest job value	94	3	9.36*	9	NV	105	3	13.50**
							6	13.02**
Discrepancy between own and mother's second highest job value	94	3	5.23	9	10.49	105	3	7.98*
							6	7.35
Discrepancy between own and mother's third highest job value	94	3	9.40*	9	NV	105	3	11.98**
							6	12.13

Note. Only the variables found significant have been included in this table.

* P \angle .05; ** P \angle .01

NV stands for no value.

APPENDIX B

STUDENT INFORMATION BLANK

Name Roll No.

Father's Name

Class Section Boy/Girl

Date of Birth..... Today's Date

Tribe or Caste

Religion Mother Tongue

Family - tick mark one of the following types :

----- Matrilineal ----- Unitary-----Patrilineal

1. On whose advice did your parents start sending you to school?
 - (a) _____ Started sending on their own.
 - (b) _____ On relatives advice.
 - (c) _____ On somebody else's advice.

2. Do your parents come to your school ?
 - (a) _____ Generally once a month.
 - (b) _____ After each examination result.
 - (c) _____ Once a year.
 - (d) _____ Never.

3. How much time do you spend every day in helping your parents with house work ?
 - (a) _____ 3 hours or more every day.
 - (b) _____ 2 hours every day.
 - (c) _____ 1 or $\frac{1}{2}$ hour every day.
 - (d) _____ I do not do any house work.

4. Do your friends help you with the homework you get from school?
 - (a) _____ Yes
 - (b) _____ No
 - (c) _____ Sometimes

5. Which subjects are you studying?

Compulsory Subjects _____

Optional Subjects _____

6. What is the total number of years of your father's education?
(Adding up the years in school, college, university, training institution etc.)

- (a) _____ 0 year.
- (b) _____ 2 years or less than 2 years.
- (c) _____ More than 2 years but up to 5 years
or less than 5 years.
- (d) _____ More than 5 years but up to 10 years
or less than 10 years.
- (e) _____ More than 10 years but up to 15 years
or less than 15 years.
- (f) _____ More than 15 years.

7. What is the total number of years of your mother's education?
(Adding up the years in school, college, university, training institution etc.)

- (a) _____ 0 year
- (b) _____ 2 years or less than 2 years.
- (c) _____ More than 2 years but up to 5 years
or less than 5 years.
- (d) _____ More than 5 years but up to 10 years or
less than 10 years.
- (e) _____ More than 10 years but up to 15 years or
less than 15 years.
- (f) _____ More than 15 years.

8. After this year, how many more years do you hope to study?

- (a) _____ 0 year
- (b) _____ 2 years or less than 2 years.
- (c) _____ More than 2 years but up to 5 years or less than 5 years.
- (d) _____ More than 5 years but up to 8 years or less than 8 years.
- (e) _____ More than 8 years.

9. Taking all subjects together, how many hours each week do you generally spend on homework given by the school?

- (a) _____ 2 hours or less.
- (b) _____ More than 2 hours but up to 5 hours or less than 5 hours.
- (c) _____ More than 5 hours but up to 10 hours or less than 10 hours.
- (d) _____ More than 10 years but up to 20 hours or less than 20 hours.
- (e) _____ More than 20 hours.

10. At home where do you usually study?

- (a) _____ In a room where the whole family talks or listens to the radio (television).
- (b) _____ In a room which is usually quiet, although other people are in the room.
- (c) _____ Alone in my own room.
- (d) _____ I do my homework in school itself.
- (e) _____ My school does not give me homework.

11. Do you have a fixed time for doing your homework?

- (a) _____ Yes
- (b) _____ No
- (c) _____ My school does not give me homework.

12. Do your parents help you with your homework?

- (a) _____ Generally (at least one day in a week).
- (b) _____ Sometimes (at the most once or twice in a month).
- (c) _____ Never or seldom.
- (d) _____ I do not have homework.

13. When you are talking at home, do your parents -

- (a) _____ Always or often remind you to speak correctly?
- (b) _____ Sometimes remind you to speak correctly?
- (c) _____ Let you speak as you like?

14. When you show your parents something which you have written -

- (a) _____ Do they always or often correct your spellings?
- (b) _____ Sometimes correct your spellings?
- (c) _____ Seldom or never correct your spellings?

15. How much use is made in your home by any person, of a dictionary?

- (a) _____ Generally.
- (b) _____ Sometimes.
- (c) _____ Never.
- (d) _____ We do not have a dictionary at home.

16. When you have leisure time at home, do your parents -

- (a) _____ Encourage you to spend as much time as possible in studying?
- (b) _____ Sometimes tell you to study?
- (c) _____ Never tell you anything even if you do not study?

17. When you return home from school, do your parents -

- (a) _____ Usually or often want to know what you did in school?
- (b) _____ Sometimes ask you about your school?
- (c) _____ Seldom or never ask you about your school work?

18. After school hours do your parents -

- (a) _____ Encourage you to go to a museum or musical programme etc.?
- (b) _____ Sometimes tell you to go to a museum or musical programmes etc.?
- (c) _____ Seldom or never tell you to go to a museum or musical programme etc.?

19. How many books are there in your home? (Do not include newspapers and magazines)

- (a) _____ No books at all.
- (b) _____ From 1 upto 10 books.
- (c) _____ From 11 upto 25 books.
- (d) _____ From 26 upto 50 books.
- (e) _____ More than 51 books.

20. Last week how many hours did you read for entertainment (pleasure)?

- (a) _____ Did not read at all.
- (b) _____ One hour or less.
- (c) _____ More than 1 hour but up to 2 hours or less than 2 hours.
- (d) _____ More than 2 hours but up to 3 hours or less than 3 hours.
- (e) _____ More than 3 hours.

21. How many brothers and sisters do you have (do not count yourself)?

- (a) _____ None.
- (b) _____ 1.
- (c) _____ 2.
- (d) _____ 3.
- (e) _____ 4 or more.

22. If your family are you -

- (a) _____ The only child.
- (b) _____ The oldest child.
- (c) _____ The youngest child.
- (d) _____ The middle child.
(The middle child meaning, you have both older and younger brothers and sisters).

VOCATIONAL PLANNING QUESTIONNAIRE

Name Roll No.

Father's Name

School

Class

Date of Birth Today's Date

Tribe or Caste

Religion Mother Tongue

Family: Tick mark one of the following types :

-----Matrilinal -----Unitary -----Patrilinal

I N S T R U C T I O N S

There are many different occupations in any society. By the time young people are in High School, they start thinking and planning about the occupation they will enter in the future, i.e. the kind of work they will do. In the following pages, there are items which give you the opportunity to describe your thinking about the occupation you want to enter. Read each item completely before you answer. As this is not a test, there are no right or wrong answers. Just answer each question fully and frankly. Be sure not to omit any question.

1. Name the ONE occupation you would LIKE MOST to enter, if you have the ability, money and full Freedom of choice.

2. Now write the reasons why you like this occupation. Write each reason on a SEPARATE line :

Contd.....2/-

: 2 :

3. As you know, people do not always have ability, money and freedom to enter the occupation they like the most.

Do you think you will be able to enter the occupation you like the Most? Tick one of the following :-

----- Yes

----- No

If "Yes" omit question No.4 and move on to question No.5.

If "No", answer question No.4 also.

4. In that case, which occupation do you ACTUALLY expect (hope) to enter?
-

5. What is the type of work people do in this occupation, which you actually expect to enter?
-

6. What are the minimum educational qualifications (not training), required for entering this occupation?
-

7. Does one require any special kind of Training for entering this occupation? Tick one of the following:-

----- Yes

----- No

8. If "yes", what type of training is required?
-

Contd.....3/-

9. What is the minimum duration of this training course?

10. Name one institution where this training course is offered:

a) Name of the institution _____

b) Place where it is located _____

11. Do you personally know anyone who is working in this occupation? Tick one :

----- Yes ----- No

12. Which member of your family has had the greatest influence on your thinking regarding your future occupation? Put a tick mark (✓) before only one of the family members mentioned below:

----- Father ----- Mother

----- Brother ----- Sister

----- Paternal Grand Father ----- Maternal Grand father

----- Paternal Uncle ----- Maternal Uncle

----- Paternal Aunt ----- Maternal Aunt

13. Now go back and put a circle (O) before the family member who has exercised the second greatest influence.

14. What does your father think about the occupation you ACTUALLY expect to enter (which you mentioned in item No.1 or 4)? Tick one of the following:

----- He himself advised me to enter this occupation.

----- I myself thought of this occupation but he approves of it.

----- He does not approve of it and wants me to enter a different occupation, namely,

(write the name of the occupation on this line).

----- He neither approves nor disapproves.

----- I have not discussed the matter with him.

15. What does your mother think about the occupation you ACTUALLY expect to enter (which you mentioned in item No. 1 or 4)? Tick ONE of the following :

----- She herself advised me to enter this occupation.

----- I myself thought of this occupation, but she approves of it.

----- She does not approve of it and wants me to enter a different occupation, namely,

(write the name of the occupation on this line)

----- She neither approves nor disapproves.

----- I have not discussed the matter with her.

-
16. (a) What does your father (or guardian) do to earn his living? Name the occupation :

(b) Now give below some more information regarding your father's (guardian's) occupation :

17. What is your father's (guardian's) monthly income? _____

18. If work of your liking is not available in your hometown, what would you do? Put a tick mark before either "Yes" or "No" for EACH of the statements given below :

I would be willing to work outside my hometown, but not outside my district.

----- Yes ----- No

I would be willing to work outside my district, but not outside my state.

----- Yes ----- No

I would be willing to work even outside my State.

----- Yes ----- No

I would not be willing to leave my hometown and would prefer to take up some other kind of work.

----- Yes ----- No

JOB VALUES

Name Roll No.
Father's Name
School
Class Section Boy/Girl
Date of Birth Today's Date

National Institute of Education
Sri Aurobindo Marg, New Delhi-16

P.T.O.

If you had a choice of one of these kinds of jobs, which would you choose? Put number '1' by your First Choice, number '2' by your Second Choice and number '3' by your Third Choice in the column for Own Choices.

	Own Choices	Father's Choice	Mother's Choice
(a) A job where you could be a leader.			
(b) A very interesting job.			
(c) A job where you would be looked upon very highly by your fellow men.			
(d) A job where you could be boss.			
(e) A job which you were absolutely sure of keeping.			
(f) A job where you could express your feelings, ideas, talent or skill.			
(g) A very highly paid job.			
(h) A job where you could make a name for yourself or become famous.			
(i) A job where you could help other people.			
(j) A job where you could work more or less on your own.			
(k) A job where you would not have to work hard.			

Now suppose your father were to select one of these kinds of jobs for himself which one, do you think, he would choose? Put numbers 1, 2, and 3 against his First, Second and Third Choice, in the column for Father's choice.

Again, suppose your mother were to select one of these kinds of jobs for herself, which one, do you think, she would choose? Put numbers, 1, 2, and 3 against her First, Second and Third choice in the column for Mother's Choice.

ATTITUDE INVENTORY

Name Roll No.
Father's Name
School
Class Section Boy/Girl
Date of Birth Today's Date

I N S T R U C T I O N S

We want to know what you think about your School. This is not an examination, therefore the answers are neither right nor wrong. We only want to know what your thinking is. Your teachers will not see your answers.

Read these questions carefully and answer. If you want to change any answer, then strike off the answer and mark another.

A few statements have been given below. After reading each statement, think whether it is generally true about you or not. If you think the statement is generally true about you put a cross (X) on 'a'. If you think it is not true put a cross (X) on 'b'.

Some questions are also included here. If your answer is 'Yes' put a cross on 'a', and if your answer is 'No' put a cross on 'b'.

1. The time spent at the school is the one I like most. (a) Agree (b) Disagree
2. Is it important for you to get good marks in school? (a) Yes (b) No
3. I do not like studies. (a) Agree (b) Disagree
4. While studying do you get distracted? (a) Yes (b) No
5. Do you think time is wasted in school? (a) Yes (b) No
6. I do not like many subjects in school (a) Agree (b) Disagree
7. Do your teachers think you do not behave properly? (a) Yes (b) No
8. I want to study as much as I can (a) Agree (b) Disagree
9. If you do not get good marks in your exams do you get worried? (a) Yes (b) No
10. I like all things about school (a) Agree (b) Disagree
11. School activities interest me (a) Agree (b) Disagree
12. Do you find it difficult to concentrate? (a) Yes (b) No
13. I do not enjoy school (a) Agree (b) Disagree
14. Do you usually work hard? (a) Yes (b) No
15. I always pine for Sundays and Holidays (a) Agree (b) Disagree
16. Have you ever devised any new play? (a) Yes (b) No
17. Have you taken part in any competition ? (a) Yes (b) No

18. Have you ever made toys like dolls, kites, ^{box,} etc. from clay, paper and other materials? (a) Yes
(b) No
19. Do you like play more than studies? (a) Yes
(b) No
20. The only thing I like about going to school is that I meet my friends there (a) Yes
(b) No
21. I am confident that I will be able to study in high school and college (a) Yes
(b) No
22. If in examination you get less marks than usual would you feel sorry (a) Yes
(b) No
23. I agree with those people who say school days are the most enjoyable (a) Yes
(b) No
24. Instead of staying over time at school I prefer to work at home (a) Agree
(b) Disagree
25. If students do not agree with teacher they do not express it (a) Agree
(b) Disagree
26. During recess we are not allowed to sit in the class (a) Agree
(b) Disagree
27. Teachers behave as if we are nobody (a) Agree
(b) Disagree
28. As the students start coming in, they have not to stand in queue (a) Agree
(b) Disagree
29. Students themselves decide where they will sit (a) Agree
(b) Disagree
30. It is more important to have good behaviour than good marks (a) Agree
(b) Disagree
31. Even our best thoughts are criticised by the teacher (a) Agree
(b) Disagree
32. Usually all the teachers want that on their entering the class, we would stand in respect (a) Agree
(b) Disagree
33. We can take part in any of the various school activities as per our choice (a) Agree
(b) Disagree
34. Many of my teachers are very strict about home work (a) Agree
(b) Disagree
35. Those students who confess before the period starts that they have not done their home work, the teachers do not punish them. (a) Agree
(b) Disagree
36. In my school lazy students and students with low intelligence are discriminated against (a) Agree
(b) Disagree

Personal Events Time Scale
(S-T Poss. Res., UO, 67)

Name _____ Age _____ Date of Birth _____

Girl _____ Boy _____ School _____ Grade _____ Date _____

What do you think will be a major or crucial turning point in your life? It should be some event that will have special meaning and significance to you.

Answer : _____

Approximately (or exactly if you know) how long will it be from now until that event occurs? Give your answer in years, months, weeks, days, or hours, depending on how far off the event is and how exact you can be in estimating the time.

Estimate of Time: _____

Do you expect the event to be an unpleasant one or a pleasant one? Circle "U" if unpleasant or "P" if pleasant.

Answer : U P

Now, in the spaces below, briefly list six different events or occasions that you expect or hope will happen sometime in the future, sometime during the rest of your life. Do not use the same event you used to answer the questions above. These can be either events you are anticipating or dreading, either pleasant or unpleasant events. (Note that there is a place to circle a "U" if the event will be unpleasant or a "P" if it will be pleasant. After each event mark in the space provided the approximate (or exact if you know) amount of time from now until the time you expect this event might take place. List the events as quickly as you can, just as they come to mind.

EVENTS

ESTIMATION OF TIME

- | | |
|----------|-----------|
| 1. _____ | U P _____ |
| 2. _____ | U P _____ |
| 3. _____ | U P _____ |
| 4. _____ | U P _____ |
| 5. _____ | U P _____ |
| 6. _____ | U P _____ |

Now turn the page over

Personal Events Time Scale

Name _____

This page is similar to the first except it concerns events that have happened in your past. In the space below, name some major or crucial turning point that has occurred between the time you were born and the present time. It should be some event that has had special meaning and significance to you.

Answer: _____

Approximately (or exactly if you know) how long ago did that ever occur? Give your answer in years, months, weeks, days, or hours, depending on how far back the event was and how exact you can be in estimating the time.

Estimation of time : _____

Was the event an unpleasant one or a pleasant one? Circle "U" if unpleasant or "P" if pleasant.

Answer: U P

Now, in the spaces below, briefly list six other events or occasions of importance that occurred sometime in your past. Do not use the same event you used to answer the questions above. These can be either events you have enjoyed or dreaded, either pleasant or unpleasant events. (Note that there is a place to circle a "U" if the event was unpleasant or a "P" if it was pleasant.) After each event mark in the space provided the approximate (or exact if you know) amount of time that has passed since this event took place. List the events as quickly as you can, just as they come to mind.

EVENTS

ESTIMATION OF TIME

- | | |
|----------|-----------|
| 1. _____ | U P _____ |
| 2. _____ | U P _____ |
| 3. _____ | U P _____ |
| 4. _____ | U P _____ |
| 5. _____ | U P _____ |
| 6. _____ | U P _____ |

